

Rainbow Rascals Childcare

Inspection report for early years provision

Unique reference number EY370193
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Inspector Sharon Greener

Setting address Dubmire Primary School, HOUGHTON LE SPRING, Tyne
and Wear, DH4 6HL
Telephone number 0191 3823 057
Email e.jones@schools.sunderland.gov.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Rainbow Rascals opened in 2008, and is operated by a committee including members of the board of school governors. It operates from a purpose built unit located within the premises of Dubmire Primary School. The school is situated in the Houghton-Le-Spring area of Tyne and Wear. The setting is open 50 weeks each year, Monday to Friday, from 08.00 until 18.00.

The setting is registered on the Early Years Register for a maximum of 30 children at any one time. There are currently 73 children aged from eight months to five years on roll.

The setting employs nine staff. All staff hold an appropriate Early Years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children and parents are welcomed into a very supportive environment where inclusive practice and mutual co-operation is actively promoted. The staff show a positive attitude towards working with parents and other professionals to ensure children's needs are met. The quality of service, care and education provided is suitably assessed and evaluated and areas for further improvement are identified and tasked well. Suitable methods of assessing children's individual abilities are in place, and children have access to a satisfactory range of resources and activities to ensure they make satisfactory progress. However, resources to promote children's understanding of information technology are limited and some documentation is incomplete.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- request written consent for outings from all parents
- extend children's access to resources and activities to promote their knowledge and understanding of information technology
- ensure that risk assessments for outings are specific to each venue
- ensure that information obtained via observations and assessments of individual children is recorded systematically to enable staff to effectively identify the learning priorities and plan relevant learning experiences for each child.

The leadership and management of the early years provision

Staff have a good understanding of policies and procedures which they implement well. They understand the action to be taken regarding an uncollected child, the

administration of medication and to safeguard children. Staff are vigilant regarding safety. Security is well maintained. Visitors are very closely supervised and procedures for the collection of children are strict. Staff are well deployed and work well together as a team. They benefit from annual appraisals, regular supervision sessions, team meetings, access to relevant training and supportive management. The required documentation is in place and is generally well maintained. Regular fire drills are completed and recorded. Suitable safety equipment is in place. Risk assessment procedures are satisfactory. However, written consent for outings is not requested from all parents and risk assessments for outings are not always specific to each venue. All staff are involved in the assessment and evaluation of the service provided. Parental feedback is obtained verbally and via questionnaires. Information acquired is fed into the evaluation. Areas for development are identified well and tasked accordingly. The setting shows a positive commitment to the improvement of the service, care and education provided.

Staff establish very good links with parents and other providers to ensure children's progression and continuity of learning. They have forged positive links with teaching staff in the adjacent nursery unit. Regular meetings are held to discuss pertinent matters and to share relevant information about children. Parents receive daily verbal feedback about children's activities, progress and general events. They have access to information, such as, activity plans and menus. Respective parents have access to their child's personal records. Home to nursery diaries facilitate the sharing of information and parents contribute towards their child's ongoing developmental records. Displays and scrap-books containing photographs and text give parents a flavour of activities that children taken part in and enjoy. Parents are encouraged to nurture any particular interest their child may have by mirroring activities at home. They lead activities and share skills which benefit the children. One parent made Japanese food with the children and a grandfather is currently creating a sensory-jungle area in the garden.

The quality and standards of the early years provision

Children's admission is managed effectively and they settle well. Staff work very closely with parents to ensure that children's individual needs are met. During the induction process staff acquire relevant information from parents. This enables them to establish a sound understanding of children's individual abilities and starting points. Parents receive good quality information about the service provided and policies and procedures. Staff have a satisfactory understanding of the Early Years Foundation Stage. They support and promote children's learning and development well. Children benefit from the positive interaction of staff. Staff are attentive when children speak and respond accordingly to encourage and enhance conversation and discussion. For example, a member of staff praised a child as they were creating a caterpillar picture using coloured paper and glue. This led to a discussion about the size of the caterpillar, the different shapes and colours of the paper pieces. The child smiled broadly at this recognition and praise. This helps promote children's confidence and self-esteem. Staff regularly monitor, observe and assess children's developmental progress. In general information is sufficiently well documented. However, assessment records are not systematically completed

by all staff, and do not consistently identify the next steps to be taken to help individual children progress towards identified learning goals. Planning is satisfactory. Children have access to a suitable variety of learning experiences and they progress well towards the early learning goals. However, resources to promote children's knowledge and understanding of information technology are limited. Play areas are well laid out and suitably resourced to accommodate various types of play. Child-friendly storage systems allow children to explore, self-select resources and extend their ideas and play within the constraints of safety. For example, during outdoor play a young child used a bucket to carry water from the water tray to the wooden playhouse and then filled the teapot and poured water into the cups. Such opportunities help to nurture children's decision making and independence skills.

Children's behaviour is very well managed. Staff use age appropriate tactics in a calm and consistent manner. Children respond positively and their behaviour is good. Hygiene standards are good. Staff present as positive role models and use regular routines to promote and reinforce good personal hygiene practice. Meals are varied and nutritious and children show an emerging awareness of healthy foods. They have access to fresh drinking water and drinks are offered at regular intervals. Staff understand the benefits of fresh air and exercise has upon children's welfare. Daily opportunities for physical play indoors and outdoors are provided. Outings to places of interest are scheduled periodically. A very good selection of resources to help foster children's physical development is provided. Support for children who speak English as an additional language is good. Staff work in harmony with parents to support children effectively. They obtain key words and phrases in a child's home language and use labels in play areas. Very good use of gestures and facial expressions helps to aid communication. Children with specific needs are very well supported. Staff liaise effectively with other agencies and professionals, some of whom visit the nursery to work with staff and monitor children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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