

The Rainbow Centre (Marham)

Inspection report for early years provision

Unique reference number

EY383623

Inspection date

04/09/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Rainbow Centre (Marham) opened in 1975 and moved to new premises in 2003. In 2008 the management structure of the provision changed from committee run to an incorporated company supported by a board of directors. The centre operates from nine playrooms and in addition children have access to a large hall, soft play room and associated facilities. It is situated in Upper Marham in Norfolk. All children share access to secure, enclosed outdoor play areas. A maximum of 251 children may attend the centre at any one time. The centre opens five days a week for 50 weeks during the year. Operating times are from 7.30am until 6pm.

There are currently 337 children aged from nine months to 12 years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or out of school care. The centre serves the local community and wider areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The centre employs 50 staff, of whom 42 of the staff, including the manager hold appropriate early years qualifications. The manager also holds Early Years Professional Status and a member of staff holds Qualified Teacher Status. There are eight staff currently working towards a recognised early years qualification. The centre also employs 10 staff who deal with administrative and domestic duties. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit immensely from the exceptional knowledge and understanding the staff have of the Early Years Foundation Stage (EYFS) and routines and activities are expertly organised with a strong focus on the needs of each child. Staff, parents and external partnerships also work together well to benefit the whole family. Exceptionally high standards of cleanliness and extremely effective safety procedures are maintained throughout the centre. There is a very strong ethos of reflective practice which leads to continuous innovation and improvement. This ensures that children flourish as staff consistently monitor and evaluate what they do.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the links with other settings that also deliver the EYFS to children that attend, to enhance the continuity in children's learning.

The effectiveness of leadership and management of the early years provision

The manager of the centre has a very clear vision and a passionately strong commitment to providing the best possible outcomes for children. Documentation is meticulously organised and promotes the efficient and safe management of the centre. Policies and procedures that are individual to the setting are robust and fully support the practice of the staff team. Children are safeguarded because the nursery has a thorough child protection policy and clear flowcharts detailing the procedures to take if there are concerns regarding a child's well-being. Extremely robust staff recruitment and induction procedures are in place and regular reviews are undertaken to ensure the continuing suitability of the staff team. Children are well protected because staff undertake thorough risk assessments each day to ensure that any potential hazards are removed or made safe. Staff are extremely vigilant about the security of the children. Arrival and collection procedures are efficiently implemented. All visitors to the premises are rigorously monitored and reminded of the staff's responsibilities to protect children.

Children are at the heart of all that matters in the centre and every staff member strives to provide very high quality care and learning. Self-evaluation involves everyone connected to the centre and children and parents are consulted about many aspects. The centre has been accredited under the Norfolk quality assurance scheme and staff continually review and evaluate their practice. The staff team is well trained and very keen to continue with their ongoing professional development. There are clear action plans and exciting planned developments such as an extension to the kitchen to improve the catering facilities. Ample space is provided for children to explore in hygienic and safe conditions and a great deal of care and thought is put into the provision of exceedingly high-quality resources and equipment.

The management and staff recognise the value and importance of fully including the parents as it is integral to the well-being of the children in their care. The procedures for involving parents and keeping them informed of their children's development are comprehensive and very effective. Parents' views are actively sought through questionnaires or discussions and they are invited to attend special events and regular meetings with key persons. Parents are very keen to express their satisfaction and say they are delighted with the care and education their children receive. Good links have been developed with nearby primary schools, which results in children settling into reception classes with confidence. However, links with other settings that children attend within the EYFS are not yet fully developed to ensure full consistency in their learning.

The quality and standards of the early years provision and outcomes for children

The provision for promoting children's learning and development is excellent. Children are extremely happy and thoroughly enjoy their day at the centre. They relish the opportunity to choose between indoor and outdoor play and consequently, there is an excitement about learning. Staff have high expectations for each child and the children rise exceptionally well to the challenges presented to them. Children show high levels of curiosity as they plunge into new malleable and sensory experiences and also demonstrate a great deal of pleasure playing with well-loved favourites such as sand and water play.

The staff's interaction with the children is warm, caring and always positive. They make time to listen to the children and develop their conversation, such as encouraging them to recall past events in their lives. Younger children are able to contribute to secure relationships with staff who give them their full attention when they try to communicate. Staff are very aware that changes of staff or moving to another room may temporarily affect confidence. Therefore, superb attention has been given to the transition process as children move up into the next room and they are given excellent opportunities to get to know their new play environment and carers.

Staff maintain detailed informative records of progress and assessment of individual children's achievements is exceptionally good. Clear learning priorities are set for improvements and these include specific targets for those with special educational needs and/or disabilities or English as an additional language. Planning takes account of each child's interests and abilities and provides a broad and balanced range of activities across the six areas of learning. The older and more able children do very well and develop their capacity for more in-depth problem solving. Children benefit because the staff make excellent use of the available resources. They understand that by setting out the rooms appealingly, children will be enticed into exploring and investigating. The outdoor environment is unique and exceptionally well used to provide a stimulating resource through which all aspects of the curriculum are taught. Older children attending the holiday club are very happy and busy as they take part in fun activities. Their contributions are valued as they play a lead role in contributing ideas and planning tasks and projects.

Children thrive because scrupulous attention is given to health and hygiene routines. Everyone entering the centre is encouraged to use anti-bacterial gel to prevent the risk of cross-infection. Nappy changing is hygienically and sensitively undertaken in an area well away from the space used for play, sleep or eating. Children display an excellent understanding of how to keep themselves safe. They can explain why it is important to take turns when using larger apparatus or equipment or why water needs to be mopped up quickly from the floor. Children develop a strong sense of responsibility as they learn about road safety or practise evacuation procedures.

Children behave well and understand what constitutes right and wrong. They strive

to do their best and to be friendly and care for others. The staff have a positive, consistent approach. They take account of each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times. Children learn about the wider world as they play with a culturally rich variety of play materials, musical instruments and books. Interesting outings are undertaken and an extensive range of cultural festivals and traditional events are celebrated with the children. Special events are also arranged when performers and artists from around the world join children and their parents to share multi-cultural music, dance and story telling.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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