

# Rainbow Special Needs Playscheme

Inspection report for early years provision

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**Unique reference number**

EY283355

**Inspection date**

27/10/2009

**Inspector**

Susan Tuffnell

**Setting address**

Lady Zia Wernher School, Ashcroft Road, Luton,  
Bedfordshire, LU2 9AY

**Telephone number**

01582 728705

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the setting**

Rainbow Special Needs Playscheme opened in 2004 and operates from Lady Zia Wernher School in Luton, Bedfordshire. The purpose-build premises includes a hall, several classrooms, a sensory room and a soft play room. There is also a heated indoor swimming pool. Children have access to several secure play areas for outdoor activities. A ramp to the main entrance and widened doorways means that the premises are easily accessible.

The playscheme is open on selected days from 09:00am to 5:00pm during the school holidays. There are twenty five places for children in the Early Years Foundation Stage and currently 18 children are attending. The playscheme employs 19 staff which includes two managers, a deputy and a qualified nurse. The majority of the staff hold an appropriate childcare qualification. The setting works in partnership with parents, carers and a variety of different professionals to ensure that the individual needs of every child are satisfied. All of the children who attend have special needs and/or disabilities and the group supports children who speak English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their welfare, learning and development. Effective arrangements exist to ensure their safety and health and encourage their involvement in the setting. Strong partnerships between the provider, parents and other agencies ensure individual children's needs are met very well and their protection assured. Parents and carers are kept informed of the children's progress. The management and staff have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it. Plans for the future are well targeted to bring about further improvements to the provision and outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- devise a procedure to follow in the event of a child going missing
- update information from parents to include details of who has legal contact; and who has parental responsibility for each child.

## **The effectiveness of leadership and management of the early years provision**

Management consistently communicate high expectations to staff about securing improvements. They stimulate the enthusiasm of staff and channel their efforts to good effect. Target setting is realistic and challenging. Consequently outcomes for

children are good. Comprehensive policies and procedures, shared with parents, ensure that all children's needs are met. However, a procedure to follow in the event of a child going missing and information from parents that includes details of who has legal contact; and who has parental responsibility for each child is not in place to ensure children's security. Staff are dedicated and determined to promote excellent care and opportunities for children, they continuously review and update training and knowledge to ensure the professional development of the staff team. For example, a whole staff commitment to training in safeguarding children has a positive impact on the care and protection of children. Robust safeguarding procedures are consistently implemented, including vetting procedures for all the adults who work with the children. Children are safe at the setting because of the high level of attention to security. For example, staff are alerted to visitors by a bell at the entrance, a visitors book is signed and visitors are closely supervised. Extensive risk assessments are updated regularly and daily health and safety checks cover all areas to support the efficient running of the setting. Excellent risk assessments for each type of outing ensure that children's safety is assured and include mobility issues, behaviours, medical needs and site specific issues. Children have individual detailed risk assessments for equipment such as the trampoline and the use of the swimming pool. Specialist furniture, equipment and resources are of high quality and suitable for the children's individual needs. Outcomes are clearly attributed to excellent use of resources, including highly effective deployment of staff. The environment is wholly suited to the specialist care offered, is organised and managed very well and carefully looked after. The accommodation is well suited to its purpose. Children clearly benefit and thrive as a result of the setting they are in. The management and staff take well-considered steps to ensure resources and the environment are fully sustainable.

Equality and diversity is appropriately and actively promoted. Staff have a good knowledge of each child's background and specific needs and they share information with colleagues, parents and, where appropriate, with interagency teams to ensure the children get the support they need. The management and staff are highly committed to working in partnership with parents and take a lead role in establishing effective working relationships. There are well-established channels of communication between all partners involved in individual children, which successfully promotes their learning, development and care. For example, the home/playscheme book contains comments from staff and parents about the child's welfare and development. The management lead a culture of reflective practice and works alongside staff to review the strengths and weaknesses of the setting and continuously improve outcomes for children.

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

Children are supported very well in their learning and development. The staff work on a one-to-one basis with the children and provide an excellent range of activities in line with the children's individual needs. Children are encouraged to learn through play and exploration and activities are focussed on their specific needs. For example, each child has an individual programme which takes into account information already collected from the parents and other professionals.

Strategies and activities are planned to encourage children's development through a wide variety of play opportunities and resources. The adult role is clearly defined. A key worker system is in place and staff have an enabling strategy to help support the children, with the emphasis on encouraging independence as they play and learn. The staff team provide a rich and interesting environment in which children can explore and investigate. Activities are well placed in designated areas such as the soft play area and the sensory room. Resources provide challenge and opportunity for the children and excellent tracking of their progress, enables staff to plan for each child's next stage, using specified resources and strategies. Effective teaching encourages the children to communicate as they are able, by using open-ended questions and waiting for the response. Children respond to the staff's excellent use of sign language, facial expressions and tone of voice with smiles, chuckles and one or two words. The fabulous sensory room is warm and welcoming with soft surfaces. Interactive activities such as fluorescent and ultra violet lights allow children to manipulate pads to create different light sequences. The light tunnel, mirrors and reflectors give children different concepts of space and a variety of music is available to stimulate and soothe emotions. Appropriate equipment, that is wholly suitable to help the children achieve in all areas of their development is in place. For example, the soft-play area has special surfaces that support children who are unable to sit up unaided. This allows them to join in the play and be supported as the sensory experience of exploring through music, vision and touch is stimulated. Staff are excellent role models for the children. They show patience and understanding as they encourage and support children to reach their own potential. Children's physical and emotional responses to sensory experiences are monitored by staff as part of the children's assessments. Different reactions are seen as staff use hand held fans, to create air disturbance over the children's skin. For example, some children follow the fan with their eyes, some turn their faces into the draft or away from it and children respond with little signs and smiles, when staff blow softly onto their skin. Children enjoy swimming in the heated pool and take full advantage of the buoyancy to extend and strengthen their physical development. Children take great delight in operating the bubble stream. They move their legs and arms to propel themselves forward against the current and show pleasure at the sensory experience. Children display great excitement as they are challenged to extend their physical skills on the trampoline. Relaxed and affectionate relationships with staff help the children feel secure, as they bounce first on their knees and then their feet, closely supported by staff. The staff have energy and enthusiasm in abundance. They are truly dedicated to making the playscheme an enjoyable place with lots of fun, laughter and positive interactions between the staff and children.

Children are cared for in a very safe, secure environment. Health and safety daily checks take place to ensure the high standards of hygiene are maintained. Excellent advice and treatment is given by a qualified nurse, who is familiar with the children's unique needs and is available throughout the playscheme sessions. Information from other professionals involved with the child, plus comprehensive records, regarding children's diets, allergies, medical needs, feeding guidelines and specific care needs are organised well and kept in a confidential file, available to the management and the nurse.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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