

# Rainbow Kindergarten Barton

Inspection report for early years provision

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**Unique reference number**

EY290503

**Inspection date**

10/12/2009

**Inspector**

Jackie Phillips

**Setting address**

15 Bowmandale, Barton-upon-Humber, South Humberside,  
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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

Rainbow Kindergarten Barton registered under new ownership in 2004. It is a privately owned nursery, located in a residential area of Barton, North Lincolnshire. The nursery serves the childcare needs of the local and wider community. The setting operates from within a detached property. There is one main ground floor playroom for older children and four rooms on the first floor for younger children. Kitchen, utility, office/staff room and toilet facilities are also available. There is an enclosed outdoor play area to the rear of the property. The opening hours are 7.30am until 6pm between Monday to Friday all year around, apart from public holidays.

The nursery is registered to provide full day care for 43 children aged under eight years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Some children attend before school and during school holiday periods. At the time of the inspection, 73 children were on roll, 65 of which, within the Early Years age range. The setting welcomes and supports children with special educational needs and those for whom English is an additional language. The setting receives the support of the local authority. There are ten staff employed at the setting, all of whom hold a recognised childcare qualification. In addition a chef cooks meals provided for children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Although children make some progress in their learning and enjoy their time at the setting, the pace of learning is variable. The environment is bright and welcoming and most areas enhanced by posters, pictures, photographs and examples of children creative work. The setting is secure, although some operational procedures do not consistently ensure that children are well safeguarded. Warm and caring relationships are evident between children and adults of the setting. However, some staff lack confidence in demonstrating ability to meet the differing needs of children. Partnership working makes a valuable contribution to children's achievement and well-being. The effectiveness of the management in communicating ambition, driving and securing improvement, is currently not strong.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure checks are established to confirm that any 28/12/2009

person who has regular contact with children, for example, students on work placements, are suitable to do so (Suitability of adults) (also applies to both parts of the Childcare Register)

- ensure the requirements for adult to child ratios set out in the EYFS Appendix 2 are consistently met (Staffing arrangements must be organised to ensure the safety and to meet the needs of the children).
- 28/12/2009

To improve the early years provision the registered person should:

- ensure pre-recorded music that children hear is of a suitable and appropriate quality that supports learning
- develop systems for planning, observation and assessment, especially information to share with parents how children will be moved onto the next stage in their learning
- improve systems to enable older children to independently access drinks and be more actively involved at mealtimes
- develop systems for parents and adults to share information more effectively regarding children's starting points and capabilities
- ensure hazards are minimised, particularly for older children accessing the downstairs toilet area
- increase the opportunities for older children in particular to play a more active part in their learning and develop skills in numeracy, problem solving, communication and information technology
- develop opportunities to raise children's understanding of how to keep themselves safe
- develop the records that are in place to obtain written parental consent for the seeking of any necessary medical advice or treatment.

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

Arrangements for the safeguarding of children are not robust. For example, a weakness in organisation and operational systems means there are times when the requirements for adult to child ratios are not met. This places children at risk. The setting welcomes students studying childcare courses from local colleges.

However, there is not a secure system in place to ensure that checking processes have been carried out to confirm these adults are suitable to have regular contact with children. The setting's policy to not allow unchecked persons to be left unsupervised with children fails to be carried out consistently. The suitability of students is currently based on an assumption that recognised checks have been carried out by another agency. This means that two legal statutory requirements of the Early Years Foundation Stage have failed to be met.

All required documentation is in place to support the management and operation of the setting. Currently the setting's procedure to obtain written permission from parents for the seeking of any medical advice or treatment is not clearly defined. Since the last inspection, the setting has demonstrated the ability to improve. A

self-evaluation exercise, shared with parents to invite their contributions, has raised areas for improvement. For example, the vision to develop the outdoor area will have a positive impact on babies and children's health, development and well-being. However, current systems for tracking, monitoring and analysing the provision and outcomes for children are weak. For instance, assessment procedures regarding the implementation of effective working practises to keep children safe and ensure they make good progress in their learning, are inconsistent.

Planning systems are currently being developed but show that children's interests are taken into consideration and form the basis for a range of activities to help them make progress. Adults use observation and assessment to evaluate development, but methods to record and demonstrate the intention to plan and provide for the next steps in their learning, particularly to share with parents, is not firmly established. Partnerships with others are in place and make a positive contribution to the support and development of both staff and children. Friendly relationships exist between parents and staff members and those parents spoken to at the time of the inspection spoke positively of theirs and their children's experiences within the setting. Information is gained from parents about children's starting points when they are introduced into the setting. However, there is no clear system firmly established to regularly continue with this to ensure that children's capabilities are considered and information contributes to how they will be supported to make further progress.

Resources, including the deployment of staff, are not always used well or to good effect. Some staff lack confidence to engage, inspire or motivate children. Whilst many of the toys and equipment are easily accessible to children and some attempt has been made to create areas of learning, staff are not vigilant to use resources effectively to interest children or encourage them to explore, investigate or participate. As a result, the needs of all children are not consistently met and planned goals in learning and development are not achieved consistently enough. Safety and care of the accommodation lacks attention to fully ensure it is free from hazards. For example, children have access to cleaning materials in the downstairs bathroom area, and the floor alongside the kitchen area, when children enter inside following outdoor play, gets very wet, dirty and slippery.

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

The goals that children reach within the educational programme are not sufficiently high enough to ensure they make good progress in their learning. Some children's behaviour is poor because they have insufficient challenges presented to them or are not actively engaged in their learning. Others are passive or reluctant to participate and there are missed opportunities to develop children's independence skills. For example, allowing access to pour drinks as they wish or becoming more involved at mealtimes. The routine includes lots of opportunities for children to go outside and play, particularly the older children. This means they benefit from access to fresh air and physical exercise. Additional resources have recently been introduced to develop children's experiences of role and water play. This has made

a significant contribution to outdoor experiences, where children are observed to 'wash the cars' or use a varied range of equipment in interesting ways, extending and enriching their learning.

Babies are able to investigate their surroundings and show good concentration as they carefully place wooden rings onto the mug tree. Older children are able to raise their sensory awareness through access to natural materials, such as sand and sawdust, for example, to handle and experiment with. There are some opportunities for children to develop their skills in communication, literacy, numeracy and skills relating to information and communication technology, but this is limited. To foster children's creativity they are able to paint, make marks and complete collage pictures. Art and craft experiences are particularly popular as children make decorations for Christmas. Older children learn a number of songs to perform in front of their parents at the Christmas concert, although, on occasions, listen to pre-recorded music from the cassette player that provides little benefit towards children's learning.

Meals provided for children are healthy and nutritious. The menu is well-balanced and although not entirely accurate, is displayed for parents to see. Children understand the need to wash their hands, although are not well supported to learn other effective personal hygiene routines. For example, although tissues are readily available they are not helped to understand the need for blowing their noses regularly according to need. Adults do not always use spontaneous opportunities to develop children's understanding of how to keep themselves safe. For example, by explaining the consequence of their actions and potential injury when they act inappropriately, such as swinging on chairs or climbing. Children learn about the world through access to resources and activities. There are some pictures of positive images displayed around the setting and the opportunity to celebrate different festivals invites children to learn about other cultures and beliefs. Planned trips and outings also help children to learn about the wider community and the local area in which they live.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children). 28/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the compulsory Childcare Register section of the report (Suitability of persons to care for, or be in regular contact with, children). 28/12/2009