



Rainbow Childcare

Inspection report for early years provision

Unique Reference Number	EY295409
Inspection date	16 November 2005
Inspector	Chris Mackinnon
Setting Address	Piddinghoe Sports Hall, Piddinghoe Avenue, Peacehaven, East Sussex, BN10 8JH
Telephone number	01273 583624
E-mail	
Registered person	Mel Richardson
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rainbow Childcare opened in 2004. It operates within a sports/community hall in Peacehaven, East Sussex. A maximum of 30 children may attend at any one time. The pre-school is open each weekday from 09:15 to 12:30 during school term time. All children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from 2 to under 5 years on roll. Of these 23 receive funding for nursery education. The pre-school supports children with special

educational needs and children who speak English as an additional language.

The nursery school employs ten staff. Six staff members hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are healthy and active because staff follow successful procedures and practices, which meet the children's physical, nutritional and health needs. There is consistent adult support and guidance that helps the children gain an effective understanding of hygiene and a desire to maintain independence in their personal care.

The children explore resources, develop physical control and confidence through a wide range of stimulating activities and experiences. The staff have a good understanding of the children's development needs and provide close support and encouragement.

The children are confident to try new games within a well organised and safe environment. The younger children successfully achieve new skills with a range of tools and materials. All the children demonstrate a positive attitude to physical exercise and enjoy the challenges of a wide range of games and activities. These include balancing and climbing, music and movement and larger group games with staff, which they tackle enthusiastically.

The children have access to drinking water throughout the session and enjoy fresh fruit and healthy snacks. The food provided is well balanced and takes account of the individual and cultural needs of all children.

The involvement of children in a range of food preparation activities supports their learning about healthy eating. The good quality of the physical games and activities and the high level of staff encouragement, contributes greatly to children's physical development and good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children enjoy play and learning activities in a welcoming and stimulating environment. The setting provides plenty of space and many opportunities to develop and learn new skills. Care is taken to organise the children's play areas to be safe and well prepared for a wide range of challenging activities to take place.

The children are protected from accidents and harm through close staff supervision and a wide range of effective safety procedures. The nursery completes detailed risk assessments which are regularly reviewed to reduce hazards. The staff have a

consistent understanding of the need for safety outdoors and organise physical play activities that are effectively supervised. The staff effectively involve children in learning about playing safety together.

The children use good quality equipment appropriate to their ages and level of development. The staff take care to regularly check the condition of all play items and outdoor equipment.

There are plenty of resources available for all children to be expressive, imaginative and to enjoy their activities and have fun. Messy-play, art-crafts and technology items are all featured and children also have access to sensory resources. Those with special needs are safely included, with sensitive adult support and adaptations made to resources and activities.

There are a range of security measures in place to keep children safe and secure during play sessions. Clear staff guidance and parental consents contribute to children's safety on outings. The children are well protected by trained and experienced staff. They have a clear understanding of child protection procedures and give priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The children enjoy their play and are highly stimulated by their experiences at the setting. They achieve easily, explore resources confidently and have much fun. They are involved in their play and learning environment by the staff's skilful provision of many highly stimulating games and activities.

The children experience dynamic adult to child learning interactions that support their language and communication skills. The children join in eagerly and are delighted and enthralled by an exciting range of inventive and challenging play experiences. For example: thrilling physical group games, expressive music and movement activities and sensory play sessions that explore sound and light.

The children engage in a wide variety of play and learning activities, organised purposefully to relate to their developing needs. The children are confident in their play and enjoy challenging tasks. They work closely with their key-worker teachers to develop a range of skills and feel part of the group.

The children explore an exciting range of media and materials in colourful art-craft and creative projects. The children use paint, drawing and a wide range of assembly materials to represent their ideas. They are imaginative and create their own games and adapt resources, during free-play sessions and role-play.

The children work well together. Younger children develop confidence and new skills, following the close guidance of staff and other children in mixed group activities. The younger children also gain confidence in using outdoor play equipment. They have access to ball-games and resources for climbing, jumping and learning balance. All the children respond enthusiastically to challenges to extend their physical

confidence.

The staff are well motivated to support children's learning. They take care to monitor the individual children's development effectively to help them achieve as much as they can. They are perceptive to children's curiosity and use questions successfully to challenge children's thinking and extend learning. The staff are effective in observing the children's progress and relationships within the group and are successful in helping them to be fulfilled and have continued enjoyment.

Nursery Education

The quality of teaching and learning is good.

The well-balanced curriculum ensures children have a wide range of experiences that supports their learning in all areas. The nursery's clear planning ensures the children experience a broad range of challenges and they have close staff support.

The good observations identify children's learning stages. The key-workers are able to plan the next steps for each child. There are focussed one-to-one activities to engage the children in learning and the staff present these well.

The children enjoy books and choose their favourites. The younger children recognise the pictures and explore words. The older children express their thoughts and ideas well, using good and developing vocabulary.

There are many opportunities throughout the play session for children to develop their understanding of numbers, sizes and shapes; in art-crafts, designing and making and in role-play. This can also be seen during elimination songs and rhymes, the children are asked to say how many are left, helping them develop an early understanding of calculation.

The children learn about the wider world from community projects, like 'people who help us' and through visitors and outings. They celebrate a range of other culture festivals. There are resources and activities provided for children to explore diversity and learn differences.

The children observe nature in the outdoor area and learn about the weather and changing seasons. The well organised learning themes ensure children remember their learning experiences. For example, in learning about 'opposites' children explore loud and quiet sounds and learn about different sizes.

The children express themselves creatively through a range of media. They paint, draw and design and construct items that represent their experiences. They enjoy experimenting with different ways of joining materials and using painting and drawing.

The children are able to be expressive and enjoy moving to music and singing together and know the words to many action songs and games. The staff encourage children to sing within the group, which they do with growing confidence, enjoying each other's contributions.

Helping children make a positive contribution

The provision is good.

All children are welcomed and encouraged to join-in and play co-operatively together. The staff value and respect children's family backgrounds. The setting encourages children to help and to share, which fosters their spiritual, moral, social and cultural development.

The children's behaviour is good and staff take care to develop individual children's self worth and confidence. The staff are consistent in setting clear boundaries for children, which helps them learn to take responsibility for their own actions.

The staff are successful in developing children's sense of belonging and involvement in the group. They are enthusiastic role-models and encourage children to contribute fully in the play and learning activities. The children respond well to prompts to care for their surroundings, resources and each other.

The children have an ample range of opportunities to learn about themselves and each other. The setting's learning programme includes a broad range of activities. These are well organised to reflect diversity and develop children's awareness of the wider world. They learn about their local community through planned activities and regular visitors. The children also visit local shops and places of interest.

The staff have strong relationships with parents, which contributes significantly to the children's positive approach to the setting. They keep clear information on individual children's achievements and ensure parents know how their children are progressing.

The parents have regular contact with their children's key workers and are kept up-to-date with a regular news-letter. Parents are also encouraged to be supportive and attend outings, open days and parents evenings. The setting does not keep a written record of any complaints made by parents.

Nursery Education

The partnership with parents is satisfactory.

Clear information is provided for parents on the children's planned learning intentions and play-themes. The parents have suitable access to their children's key workers to discuss their children's progress. There are clear written records of individual children's development are in place, that parents may see.

The parents are supportive of the setting but lack opportunities to become involved in the learning programme. They would also benefit from clearer guidance on supporting their children's learning at home.

Organisation

The organisation is good.

Children are happy and benefit from the good organisation of the setting's space and play environment. Staff are effectively deployed to encourage children's development and communicate well to support individual children. The indoor and outdoor play areas are well prepared to encourage expressive and physical activities and provide many learning opportunities for children. A generous supply of stimulating and attractive play resources support children successfully in having fun and learning new skills.

Children benefit from well qualified and experienced staff, who are effectively deployed and actively supported by the person in charge. A staff appraisal system is in place to support competence. All staff are committed to continuous improvement and follow a programme of further training and development.

All required record keeping that contributes to children's health, safety and well-being is in place and is well maintained. Care is taken by staff to produce clear and detailed documentation, which is easily accessible to staff and parents. Clear and detailed policy guidance material is also in place to ensure the safe and efficient management of the setting. Overall the provision meets the needs of the range of children attending.

Nursery Education

The leadership and management within the setting is good. The funded children are ably supported by an experienced and suitably qualified staff team, who focus on providing a well balanced and effective learning programme. The supervisor leads several staff key workers in planning and developing focused learning activities and the successful observation and recording of individual children's progress and achievement. The staff team consult regularly to discuss the effectiveness of their teaching. The staff team also regularly evaluate the activities provided and are able to identify strengths and areas for improvement.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- introduce a written record of complaints

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop methods of involving parents in the nursery education programme and encourage them to contribute to their children's learning at home

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