

# Rainbow Family Centre

Inspection report for early years provision

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<b>Inspection date</b>	09/11/2011
<b>Inspector</b>	Arda Halls
<b>Setting address</b>	11 Bravington Road, London, W9 3AB
<b>Telephone number</b>	020 8968 2690
<b>Email</b>	cfoyle@wspld.org
<b>Type of setting</b>	Childcare - Non-Domestic

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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.

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## **Description of the setting**

The Rainbow Family Centre nursery is run by The Westminster Society for people with learning disabilities. It provides integrated and specialist care for children with special educational needs and/or disabilities, and children from the local community.

It opened in 2000 and operates from a hall and four group rooms in a purpose built building in the City of Westminster. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is registered to care for a maximum of 28 children in the early years age range. It is also registered to provide out-of-school care for up to 25 children aged from five years to under eight years.

The nursery is open each weekday from 9.30am to 3.30pm during term-time, except Wednesdays, when it is open from 1pm to 3.30pm. The nursery is also open from 9.30am to 3.30pm during holiday periods for 10 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 10 children aged from two years to under five years on roll. All 10 children receive funding for nursery education.

The premises are purpose built for children with special educational needs and/or disabilities and for children from the community. The nursery also supports children who speak English as an additional language. The nursery employs eight staff who work directly with the children in the nursery. The staff have a variety of qualifications that include NVQ Level 3, Language and Speech Therapy and Physiotherapy. All the children are taught an adapted version of Makaton. The out of school service have permanent staff which include a co-coordinator, team Leader and a pool of 22 sessional workers. All have varying childcare qualifications. Children over eight years may also attend the centre.

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

Overall the quality of the provision is outstanding.

Children's needs are significantly met in this vibrant and well organised environment. The setting supports every child so that no group or individual is disadvantaged, therefore, children make excellent progress in their learning and development. Children's welfare is consistently promoted, including effective safeguarding of children. Partnerships with others promote successful high quality education and care. Self-evaluation is extremely effective and the capacity for sustained improvement is outstanding.

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

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

- maintain appropriate water temperatures for hand washing facilities in children's toilets.

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

Children are effectively safeguarded, as staff have a comprehensive understanding of the safeguarding and welfare of children. Policies and procedures are frequently updated and accurate steps are taken to ensure children are safe indoors and out. Risk assessments are extensive and include personal assessments for children's varying needs. Records required for the safe and efficient management of the provision are organised exceptionally well.

Substantial systems are in place to involve staff in setting targets for improvements in the centre. Parents and professionals work collaboratively to ensure rigorous and extensive monitoring of the provision. This means that actions are implemented with precision. For example, all professionals are invited to multi-disciplinary meetings where information about children's needs is discussed and feedback about how systems work is effectively shared.

Furniture, equipment and resources are of excellent quality and are suitable for children of different abilities to support their learning and development. Outcomes for children are exceptional and this is clearly attributed to the systematic use of resources. Staff receive frequent training on the best ways to use equipment which is conducive to children's learning. The provider ensures that resources are kept clean and well maintained which contributes to sustainability.

The provider actively promotes equality and diversity making families from a variety of cultures and backgrounds feel welcome and valued. Children's complex needs are considered exceptionally well. Children's development in relation to their starting points is substantial. Therefore, the outcomes for children are positive. Children undoubtedly learn about the society in which they live. Children receive high levels of support from an early age due to the excellent partnerships that take place in the setting.

The nursery has a successful relationship with parents/carers in the setting. They express their satisfaction with the services provided and are happy with the varied activities and the structured framework. An open-door policy is in place, allowing parents to come into the nursery at any time. Their views are sought through reviews, comments book, communication books, activity boards, questionnaires and an innovative method of using a 'mystery shopper'.

The nursery works successfully in partnership with others, establishing highly effective working relationships. Children's learning, development and welfare is accurately promoted, as there are well-established channels of communication

between all partners involved with individual children.

The setting evaluates the provision exceptionally well. An Early Years Foundation Stage tick list is used to assess the success of children's development in each area of learning. Different methods of consultation are fed into the business plan which is regularly updated and shared with the Westminster Society trustees. There were no recommendations from the previous inspection. However, improvements to promote equality and inclusion have had an exceptionally beneficial impact for all children. Consequently, improvements have had a positive impact on the overall quality of the early year's provision and the outcomes for children.

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

Children achieve and enjoy their learning immensely. They are fully supported, which means they are confident and develop significant independence. Staff delight in this and exclaim frequently to children how well they are doing. Children smile and communicate skilfully in a variety of ways. Children's individual interests are observed and their activities are extended, which keeps them consistently engaged. They develop well in relation to their starting points and capabilities.

Children have the freedom to develop in a safe and secure environment indoors and out. Thorough risk assessments enable staff to conduct daily checks of the centre so that risks to children are minimal. However, water in the children's toilets is hot to the touch. Children feel safe as they are accommodated in harnesses or straps if they are unable to support themselves when playing. This allows them to concentrate on their activities as they know they will not fall. Soft surfacing in outside play areas lessens the impact if children should fall.

Good hygiene practices are actively promoted, so children learn why they wash their hands after using the toilet or having their nappy changed. They learn how to wipe their noses and how to dispose of tissues hygienically. Children learn about the benefits of physical activity as they engage in active music and football sessions once a week. A selection of healthy snacks and lunches are served daily. Children are given an opportunity to choose which foods they would like, which promotes their independence. Children's dietary needs are exceptionally well catered for and menus are altered to meet specific needs.

Children are greeted warmly as they arrive in the centre; they enjoy listening to their names in a song at circle time. This reinforces a joyful sense of security and belonging. They settle well and develop excellent relationships with adults and their peers. They are consistently offered choices including how they wish to communicate. For example, some children choose visual props and some choose to use Makaton signs. At the end of the day they are encouraged to take part in an evaluation of the activities. This is excellent inclusion, as children are confident that their opinion matters. Children's behaviour is reinforced by smiling and praise. They are quick to smile back and this confirms to staff that they are happy in the setting. The centre practises a reversed inclusion which means that children from

the mainstream community are included in the setting. This means children learn unquestionably about differences and learn to respect one another.

Children develop extensive skills for their future. They learn to engage enthusiastically in activities which promote all areas of learning. They learn how to communicate successfully. They learn how to listen effectively so they can enjoy a story; they learn that there are many ways to express yourself when others are singing, such as using a drum or shakers. They learn that creative play does not have rigid rules and they can wash their hands as much as they like. They learn that they can take risks as the centre is a safe and secure environment. They are well equipped with the fundamental skills they can use to extend their learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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