

Rainbow Childcare Centres

Inspection report for early years provision

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Inspector

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Type of setting

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.

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 Childcare Centres was registered in 2011. It is one of three privately run settings. It operates from a mobile purpose built building in the grounds of Exton C of E Primary School, Oakham in Rutland. All children share access to the school playground.

A maximum of 21 children aged under eight years may attend at any one time, and the setting admits children up to the age of 11 years. There are 20 children between the ages of eight months to 11 years on roll, 18 of whom are in the early years age group. Sessions are from 7.45am until 6pm in term time and as required during school holidays. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five members of staff who work with the children, three of whom hold a level 3 qualification. Two other members of staff are working towards level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well looked after and clearly enjoy their time at the setting. They make good progress overall, particularly in developing confidence and social awareness and in their ability to communicate with others. Links with parents and the school are effective in making sure the needs of children are well met. The registered provider has a strong commitment to continuous improvement and has identified appropriate priorities for further development.

What steps need to be taken to improve provision further?

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

- ensure that there is a clear plan for improvement which is monitored and evaluated against children's progress towards the early learning goals
- improve organisation and planning to ensure that resources are available to support adult-led and child-initiated activities linked to children's interests and stage of development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and well protected in the setting because the provider and managers place a strong emphasis on training, checking and updating staff knowledge in this area. There is a clear policy to support staff action in case of concerns. All staff are appropriately checked and vetted to ensure they are suitable to work with children. Safety checks are undertaken on a daily basis and the good level of staffing ensures children are well supported at all times.

There is a good working partnership with parents, carers and the local school which supports smooth transitions and continuity of care and learning for children. Parents appreciate the mostly informal exchanges that take place on a daily basis. Regular newsletters are also provided and a daily diary for babies and younger children ensure key information is always shared. The registered provider is currently developing a social networking facility to enhance opportunities for engagement with parents.

Regular staff appraisal is undertaken to identify individual professional development needs. The registered provider and manager have identified appropriate priorities for development in the setting as a whole. However, there is no clear plan for improvement to ensure that actions are undertaken and progress monitored and evaluated in relation to the achievements of children. Resources are of good quality and good use is made of the school grounds to support children's physical development in particular.

Staff with responsibility for special needs and inclusion are experienced and well qualified in this area. Good use is made of 'Every Child a Talker' resources and signing to support children's developing communication. Social awareness and diversity is promoted through exploring celebrations in different cultures. All staff provide ongoing commentary and feedback to promote inclusive practice. Consequently, children learn tolerance and respect for the needs of others. This ensures a happy and congenial atmosphere throughout the setting.

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

Children thoroughly enjoy their time at the setting and make good progress overall, particularly in the key areas of social and emotional development and language for communication. This is as a result of the high level of staffing and strong emphasis on meeting children's emotional and welfare needs.

New and very young children demonstrate confidence and security as they engage with adults and other children and join in small group activities. Older children show high levels of social maturity in responding to the needs of the youngest children, for example, by taking care to pick up beads before babies arrive. They wait patiently to use resources when they are not immediately available. Children join in familiar songs and rhymes and can maintain a steady beat with instruments

as they accompany songs, such as the 'Grand Old Duke of York'. Active adult participation supports their understanding of words like 'up' and 'down' and 'high' and 'low'. Most children listen attentively to stories and enjoy joining in familiar phrases.

Children have a good knowledge of numbers and counting and older children identify which group has 'more' and who is the 'oldest'. Adult-led activities are planned to support children's knowledge and understanding of the world, for example, the sites of London.

Staff make good use of the outside area to support children's physical development. Older children can run, jump, hop and gallop competently. Younger children thread beads and handle a computer mouse with great expertise.

Assessment records are regularly updated from staff observations. Children's learning targets are displayed so all adults are aware and can focus attention accordingly. However, planning is at an early stage of development and lacks detail to ensure activities and resources are always available to support children's interests and learning needs. For example, mark making resources are not always available to support role play and creative development. Also displays and photographs are placed too high and resources linked to this are not available for children to choose.

There are very good opportunities for children to learn about good hygiene and healthy living. There is very active involvement of staff and positive reminders throughout cooking and eating activities. Children are encouraged to drink up so they don't become dehydrated and to respect the need for younger children and babies to rest and sleep if necessary. Children develop a very positive respect for the needs of others and have very good social awareness.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	2

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

Outcomes for children in the Early Years Foundation Stage	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

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