

## Inspection date

Previous inspection date

28/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy in a welcoming environment, which affords them access to a varied range of resources.
- Activities are organised based on children's interests.
- Regular visits to the local parks and daily opportunities to play in the garden afford children fresh air, exercise and an awareness of their environment.
- Parents are happy with the nursery and have a friendly relationship with staff.

### It is not yet good because

- The systems for observation and monitoring children's progress are not fully embedded or understood by all the staff. Planning is generalised and does not effectively focus on individual children's next steps to extend their learning across all areas of the curriculum.
- Staff induction does not routinely include information about safeguarding and visitors and parents are not informed about the use of mobile phones. Furthermore, some safety risks are overlooked.
- Toddlers' independence and learning is not promoted well during mealtime routines.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector had a tour of the premises with the manager and discussed a joint observation on a routine activity.
- The inspector observed activities in each of the playrooms during the inspection.
- The inspector met with the manager and deputy and spoke with some staff members during the visit.
- The inspector also took account of the views of parents through discussion on the day of the inspection.
- The inspector looked at a sample of children's assessment records, evidence of suitability of staff working within the setting alongside a small sample of other documentation.

### Inspector

Helen Steven

## Full Report

### Information about the setting

Rainbow Hill House Childcare registered in August 2012. The provision operates from a residential house in New Southgate within the London Borough of Haringey. Children share access to three playrooms, a toilet area and secure enclosed outdoor play area.

The provision is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. The provision is registered on the Early Years Register and currently has 12 children on roll in the early years age range.

There are six members of staff including the manager, of these two hold early years qualifications at level 3 and three have level 2. The provision supports children who have English as an additional language.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- strengthen safeguarding practices by ensuring safeguarding is included in induction for all staff; making parents and visitors aware of the mobile phone policy; making safe the trailing wires in log cabin and reviewing the practice of children walking around whilst eating snacks
- improve children's learning and development by; establishing children's starting points effectively; strengthening how key persons monitor children's progress; making the planning individualised in order to extend the learning outcomes; evaluating activities and establishing how to improve them further.

#### **To further improve the quality of the early years provision the provider should:**

- improve the lunchtime routine to enhance children's learning, by enabling them to use their fingers or a spoon to begin to feed themselves; encouraging children's independence in their self-help skills; using mealtimes as an opportunity to hear and use mathematical language and helping children learn about healthy lifestyles through discussion
- develop a culture of reflective practice and use the system for self-evaluation to monitor the effectiveness of the educational programme, identify priorities and set challenging targets for improvement.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children have access to a varied range of activities and learning experiences across the seven areas of the curriculum. Some are exciting, such as the darkened tent which children climb in and out of and light with rechargeable torches. Others, although of

interest, are not inspiring in the way they are planned and presented, to extend learning. For example, a number of cars are placed on a table with a garage positioned on a nearby table. Activity planning for both age groups, is basic and based on children's interests. However, as a result, activities are not always well-organised and learning intentions not clear. Nevertheless, children are making steady progress towards the early learning goals. Weekly plans are shared with parents to help them to support children's learning at home. The provider talks to parents when children start at the setting to establish children's interests. However, systems to ascertain children's starting points are less secure and are not shared effectively with new key persons. Some key persons have a less secure knowledge of the learning and development requirements, so progress is not always monitored effectively. Staff carry out observations on the children and share these with the deputy manager who supports them in informing parents. Children are encouraged to recognise letters in their name, which helps their literacy skills and aids them in the next stage of their learning. Examples of drawings with coloured pencils show children have opportunities to write. However, the learning environment is not planned effectively in order to encourage this in other areas, such as role-play.

In the log cabin, children enjoy relaxing in the book area and exploring the resources freely. In the home area, books for the younger children are available but not always on display. Children make patterns in the sand with fingers and tools such as rakes, although the amount of sand makes it difficult to pour and measure to support their mathematical skills. Babies begin to role-play their own first-hand experiences by carrying a doll around with them as they explore the resources. Children's understanding of numbers is developed as they engage in singing favourite number songs, although opportunities are missed during routines to look at shapes and engage in counting. Outings within the local environment, for example, to the local park help children gain an understanding of the world around them. Children learn about simple technology as they explore electronic toys and listen to the sounds made when they press buttons. The provider has made contact with another setting in order to share information to support children's transitions. Children's home languages are known by the provider and there are some resources and displays that reflect their individual backgrounds.

### **The contribution of the early years provision to the well-being of children**

Children are happy in the nursery and have sound relationships with their key person and other staff members. Overall, children behave well. There are incidents regarding sharing toys and at times some young children behave in a way that is unwanted. Staff address these issues by talking to the children.

Although not always consistent, children are encouraged to wash their hands before they eat. The low level sinks enable them to do this comfortably. After lunch, staff clean children's faces, but do not encourage them to do this for themselves. Required records, such as medication and accident records are maintained to support children's well-being.

Healthy snacks are provided during the day and children have access to water in their individual drinking vessels. Staff know and respect children's dietary needs. Food is cooked

freshly on the premises and children's individual needs are met. The menu is reviewed regularly and this is shared with parents. Babies are fed by their key person, and staff are on hand to help toddlers when they need assistance. However, by only having one piece of cutlery babies are not encouraged to learn how to feed themselves. Furthermore, toddlers are discouraged from exploring the food with their fingers.

Gentle reminders about safety are given during the day, for example, when babies are climbing the small steps. Although children are well supervised, some babies and toddlers walk around and lay on the floor whilst eating snacks. This does not help them to learn how to keep themselves safe from choking hazards. Fire drills help children to learn how to keep themselves safe in an evacuation. Fresh air and physical exercise is offered daily. The garden area is focused primarily on physical play. Children enjoy using the 'ride on' toys and are able to climb on equipment. Babies move their body to the music and adore exploring a ball pool along with the staff.

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

This is the first inspection since registration and the provider is in the process of transition between operating as a childminder and providing day care. She is in the process of reviewing the nursery's policies, procedures and systems for recording information. Systems to recruit and check suitable new staff are in place, although some professional references are gathered verbally. Daily risk assessments are carried out, but they overlooked the hazard of a trailing wire in the log cabin. Staff demonstrate a basic general awareness of safeguarding issues. However, not all are familiar with the specific policy of this nursery, as it is not fully covered on induction. The provider has booked the whole staff team on safeguarding training to improve their understanding in order to protect children in their care. The policy for mobile phone use is in the terms and conditions for staff. However, non-staff members visiting the setting are not made aware of this policy.

The provider has kept herself up to date with current practice on the revised Early Years Foundation Stage. She is in the process of cascading this knowledge to the staff team. The systems for monitoring children's progress across the seven areas of learning are not fully effective. The children have profile books, although primarily this consists of examples of arts and crafts pictures. Some observations and beautiful photographs of their activities are included. The system for undertaking a required progress check at two years is not yet fully established. The provider has not yet established a systematic process for fully monitoring the effectiveness of the educational programme to identify gaps in practice. The provider demonstrates a commitment to driving improvement to secure better outcomes for the children. For example, she is in the process of updating the skills of the staff team through meetings, training and appraisals. The staff team all hold a valid paediatric first aid certificate in order to treat children appropriately in the event of an accident. However, self-evaluation is not sufficiently rigorous to set challenging targets for improvement.

The provider has a strong partnership with parents. They are happy with the service and

are positive in their feedback. The provider has been the primary link to working with parents and is beginning to devolve responsibility to the key persons. Newsletters give parents' information of main events and a daily sheet is completed which includes welfare information and what activities the children have enjoyed. Meetings are established for parents to discuss their children's progress.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY451674
<b>Local authority</b>	Haringey
<b>Inspection number</b>	810621
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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