

Rainbow House Big Kids Club

7 Common Road, Low Moor, Bradford, West Yorkshire, BD12 0TN

Inspection date

Previous inspection date

14/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- There are effective links with teachers from the local schools, which means that there is a cohesive and shared approach to supporting children's care and learning. There are good links for transition from one room to another for the younger children.
- Children enjoy their time at the club. They participate in decision making processes regarding what goes on and choose from a broad range of activities available. It is very much 'their club' and this helps to promote a sense of pride and belonging. Younger children can choose from a broad range of appropriate toys for all areas of learning.
- Children's positive and warm relationships with their key person ensure that their well-being is supported effectively.
- Staff are skilled at asking children thought-provoking questions, enabling them to extend their knowledge and skills of communication.

It is not yet outstanding because

- Children have few opportunities to use a range of technology resources as a core part of their play and learning experiences.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all of the rooms of 'The Big Kids Club' and in the outdoor learning environments. Also, looked at the Happy Tots room and resources.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector talked with the manager and looked at various documentation.
- The inspector looked at children's learning records.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Rainbow House Big Kids Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Low Moor area of Bradford and is managed by Rainbow House Private Day Nursery LLP. The Big Kids Club is also attached to the Happy Tots @ Rainbow House, which is for funded two-year-olds. The Big Kids Club and Happy Tots serves the local area and is accessible to all children. It operates from two separate buildings, of which Happy Tots is all on ground level and children access one large room. Rainbow House Big Kids Club operates from four main rooms and there is a fully enclosed area available for outdoor play.

Rainbow House Big Kids Club opens Monday to Friday all year round. Sessions are from 7am until 9am, then 3.15pm until 6pm term time and school holidays 7am until 6pm. Happy Tots opens Monday to Friday, term time only, from 8.30am until 3.30pm. Children attend for a variety of sessions. There are currently 46 children on roll, of whom 11 are in the early years age group at Rainbow Kids Club. Happy Tots have 13 children aged two-years-old, who receive funding. Both settings support a number of children, who speak English as an additional language and those with special needs and/or disabilities.

Rainbow House Big Kids Club employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and 2 in childcare. Happy Tots employs four members of childcare staff, of these except one hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- make information and technology resources, such as programmable toys and computers, more accessible to all children.

Inspection judgements

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

Children arrive at the club room full of excitement at the end of their school day. They eagerly tell the staff what they have been doing at school and sit to the table for their meal. Children's independence is promoted well as they self-serve themselves. They pass the food around to other children at the table and older children are keen to help the younger ones. This helps to promote their social skills.

The club is welcoming and inclusive, with displays of children's work around the room. For

example, children's paintings of flowers and stories that they have written. This helps to promote their art, manipulative skills, as well as their literacy development and self-esteem. Children are very keen to go out and play after a structured day at school. They are encouraged to put on their own coats to help develop their independence. Children all play a game of football outside and cheer as their friends score goals. They jump on the scooters and ride around the outdoor area, manoeuvring well, in order to miss the game of football. All of this helps to promote their physical development. Inside, the children move freely from one area to another, accessing the wide range of activities for most areas of learning. There are resources to promote technology for all children, however, these are not always fully accessible and therefore, inhibit their development in the use of technology. For example, learning how to use computers, toy cameras and programmable toys. Children have great fun in the games room, where with clear explanations from staff, they learn how to play table tennis. They willingly listen to the instructions and follow them developing good hand and eye coordination as they hit the ball with the tennis bats to each other. As they play, they count the points that each team gets clapping as the team that wins celebrates. This promotes mathematical skills and also helps children's confidence. Children relax in the quiet room where they can sit and choose from the wide range of books available. They sit on the bean bags and quietly look and read the books. This supports their literacy and language skills well.

The newly registered 'Happy Tots' for funded two-year-old children is bright and welcoming with a good selection of resources and activities, which are age-appropriate and easily accessible. Planning is displayed and covers all areas of learning.

Staff conduct formal observations on all children to monitor their progress and have a clear understanding of their development and record their starting points through gathering information from parents when they first start. Staff ensure that children develop the important skills, which they require for their future and demonstrate readiness for the next stage of learning. These are recorded to enable all children to progress according to their development age band. Staff make parents aware of all children's learning records and these are made available for parents to contribute in about their learning at home. This enables staff to monitor children's progress and ensure continuity of care.

Staff have a strong understanding of children's learning and development. There are effective systems in place to extend children's continuous learning and positive partnerships with teachers at the school they collect from. They regularly share the children's learning journeys with them and also provide termly reports. As a consequence, staff at the schools have a shared and good understanding of children's progress.

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

Children are happy, content and safe at the club. They are very familiar with their surroundings and routines and therefore, demonstrate a sense of self-awareness and confidence. Children freely access the wide range of resources and activities available to them in the different rooms. Every child in the early years age range attending the club, has a key person. This information is displayed on the noticeboard, so that parents know,

who to talk to. Staff are very caring and this is reflected in the calm and relaxed atmosphere created as children play. They know all the children attending very well, which helps to ensure that they continually meet all their needs. Children, therefore, develop warm and relaxed relationships with the staff, their key person and each other. They readily approach staff members to ask for assistance when they need it and confidently talk about things that are important to them. They receive praise and encouragement for their efforts and achievements and this helps to promote their confidence and self-esteem.

Younger children in 'Happy Tots', together with their parents, are introduced to their key person and a flexible settling-in period is completed. The setting has a good transition procedure in place when the two-year-old children progress to the nursery next door. A report is completed that goes with them to the child's new key person and additional settling-in times with their new key person are agreed. This ensures that children and parents feel secure and confident as they move on within the nursery environment.

Children learn how to stay safe both within the setting and when out and about, in a very positive way through solid procedures implemented by staff. They learn about the fire evacuation procedures through regularly practising fire drills. Children are encouraged to walk and not run around the setting and to help tidy away toys to prevent accidents. When walking to and from schools and on outings, children follow thorough procedures. They wear high visibility jackets and hold hands with friends and know the procedure for crossing roads and not to talk to strangers. All of these help to ensure that children have a good understanding of staying safe and are cared for in a safe environment.

Children enjoy healthy and nutritious meals that promote their good health. For example, roast dinners, pasta dishes, rice and fish. A fruit bowl is available throughout the session, as well as water, juice and milk. Staff are fully aware of children's allergies and medical needs. Mealtimes offer good opportunities for children to talk and socialise with one another, as they sit around the table. Children understand the importance of keeping their hands clean and learn good hygiene practices and how to prevent cross-contamination. For example, they all wash their hands and use disposable towels to dry them with prior to mealtimes. All children have daily fresh air and exercise outdoors, walks to and from school and also exercise in the indoor games room.

Children are well behaved. They ask to leave the table when they have finished their meals and respond with a 'please' or 'thank you' when asking for something and receiving it. As a result, they are learning appropriate manners and social skills. When children are in need of a rest, they settle themselves in the comfy book corner and sit on the large cushions with a book. Staff are on hand to comfort and reassure when children get tired.

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

The manager and staff are committed to providing a welcoming and stimulating environment for all children. There is a friendly atmosphere where the needs of the children and their happiness come first. The experienced and well-qualified staff team understand how children learn through play and provide a broad range of activities that

support their early learning skills to a good level. Children's safety is given high priority. The manager is the designated member of staff for safeguarding. All staff have attended child protection training and the policies and information on display are based on the Local Safeguarding Children Board procedures. The visitors' book and strict rules regarding securing the front door and the checking of identification of visitors further ensure the children's safety. Effective risk assessments are in place to identify and minimise risk to children at the setting and on outings, along with daily checks for all rooms. This helps to ensure a safe environment.

The club and 'Happy Tots' both have good relationships with parents. The manager talks to all the parents as they come to collect children. They have access to the policies and procedures for the safe management of the setting with copies readily available or emailed on request. There are very informative noticeboards in both settings where parents can see their children's key person, along with menus, children's art work and planning of activities. Parents receive regular newsletters, daily verbal feedback and open evenings.

There is a robust recruitment process in place with clear roles and responsibilities in the staff employment contracts. The manager and staff team have regular meetings that ensure staff are aware of training opportunities and maintain a good level of professional development. Staff have a good understanding of the provision as they monitor the educational programmes ensuring that children have a broad range of experiences throughout each session and plan an interesting range of activities, which they know children will enjoy. They also involve children in planning by asking them to fill in suggestion sheets about the toys that they would like to play with and also the snacks they would like. The parents of the younger children complete interest sheets for them and update this continually, to ensure their interests are continually monitored. This ensures that all children are included and feel valued within the club and 'Happy Tots'.

Effective self-evaluation of the setting and practice ensures that priorities for improvements are identified and acted upon to enhance the care of the children by all staff. Staff take into account the views of parents through discussion and regular questionnaires and listens to children. All parents spoken to during the inspection are highly complimentary about the quality of care and education their children receive at the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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

Unique reference number	EY450248
Local authority	Bradford
Inspection number	882690
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	0
Number of children on roll	46
Name of provider	Rainbow House Private Day Nurseries LLP
Date of previous inspection	not applicable
Telephone number	01274690622

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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, which are usually the childminder's 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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