

Rainbow Bright at Rushmere ASC

Rushmere Hall CP School, Lanark Road, Ipswich, Suffolk, IP4 3EJ

Inspection date

26/04/2013

Previous inspection date

21/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Met

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

- Children build positive relationships with the caring and attentive staff and their peers. Consequently, they are confident, happy and secure.
- Staff offer a broad variety of fun activities and are sensitive and responsive to children's individual needs, interests and requests. This promotes children's enjoyment and good progress at the club.
- There is a strong commitment to develop and improve the club. Self-evaluation is thorough and practice is monitored well. This results in well-targeted action plans and improvements, which address any weaknesses effectively.
- Positive and trusting partnerships are established with parents and carers to promote a consistent approach to children's care and learning and to ensure children receive appropriate support to meet their individual needs.

It is not yet outstanding because

- There is scope to further enhance the existing positive link between the club and the school children attend, by encouraging more robust communication regarding children's learning, development and welfare.
- Children are not always easily able to access resources to make their own choices and selections.

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 the main playroom.
- The inspector spoke with the staff at appropriate times throughout the inspection and discussed activities with them.
- The inspector had a discussion with the after school club play leader and the registered person.
- The inspector looked at children's learning journey records and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Hazel Meadows

Full Report

Information about the setting

Rainbow Bright at Rushmere ASC was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the dining hall within Rushmere Hall Primary School, Ipswich, Suffolk and is managed by Rainbow Bright Day Nursery. The after school club serves children from the school. Children have access to a fully enclosed grassed area and the school playground for outdoor play.

The club employs up to five members of childcare staff, depending on the numbers of children attending. All of these hold appropriate early years qualifications. The club opens Monday to Friday, term time only. Sessions are from 3.30pm until 6pm. Children attend for a variety of sessions. There are currently 26 children on roll, of whom six are in the early years age group. The club supports children who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- explore further ways of developing closer liaison with the school the children attend, to promote robust links and consistency to support children's individual needs
- implement plans to make resources more readily accessible for children to enable them to self-select and make their own choices.

Inspection judgements

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

When a child starts at the setting, staff use discussions with parents and the child, plus their own observations, to help them to get to know the child well and establish their capabilities and starting points. As a result, they are able to offer activities and support to promote children's individual learning and development.

Staff have a secure knowledge of how children learn and of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They ensure that the activities offered cover all seven areas of learning, with emphasis, as appropriate, on the prime areas. Broad themes and topics help to focus children's interest and offer a level of challenge, but these are flexible to incorporate and follow their particular interests. Staff offer a variety of fun experiences, to build on children's existing

abilities and increase their knowledge and understanding. Consequently, all children are making good progress and enjoy their time at the club. Staff engage well with the children and play at their level, promoting their learning through fun experiences. For example, they play alongside children with English as an additional language and use their interest in cars to extend and promote their understanding and use of English.

Succinct and relevant observations are clearly recorded by the child's key person in a learning journey development record. Observations are supported by photographs and examples of the children's work. The learning journey offers a clear overview of each child's development and progression through each area of learning. The next steps in learning, indicate areas to work on with each child and these are used to inform planning and activities. The key person completes a termly summary sheet to offer an overview of each child's progress in each area of learning. This clearly identifies where additional support or challenge may be required. Staff encourage regular communication with parents regarding children's learning and development and parents are welcome to view their child's learning journey at any time. They use daily opportunities to talk to parents and encourage mutual sharing of information regarding each child's activities and achievements at the club or at home.

Children are forming positive bonds and relationships with their peers, who vary in age and ability. Siblings play closely together and older children offer support to the younger ones as appropriate. Children concentrate and persevere for considerable periods at activities, which engage them. For example, they creatively and competently make robots and vehicles from the link construction or the plastic bricks. Children have ready access to writing materials and practise their skills as they freely draw, write or colour in pictures carefully. Props are readily available to promote their imaginative play, for example, hairdressing equipment and dolls. A quieter area enables children to look through a book or concentrate as they do their homework. Children develop mathematics skills and their understanding of the world as they engage in simple cookery activities, such as making play dough, weighing the ingredients and mixing the dough.

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

Children settle well at the after school club, as they are supported sensitively by caring staff. They are familiar with the school premises and know several of their peers or have siblings at the club, which also helps them to feel at ease. Staff collect younger children from their classrooms to ensure a secure and comfortable transition to the club, following their school day. Staff liaise closely with parents to ensure that each child's initial transition to the club is a smooth and positive experience. Parents complete an information sheet about their child, which helps staff to understand and meet children's individual needs. Children develop trusting relationships with staff and their key person and know them by name. They freely approach staff with comments and requests and are also confident to talk to visitors. This confidence supports them with future transitions within school and new experiences. Staff prepare and present a selection of resources and children can request other items of their choice. Several resources are stored in a cupboard in an adjacent corridor, which makes them less accessible to children. Staff are beginning to consider ways of improving children's access to resources to encourage their

independence and enable them to more freely select toys of their choice.

Staff are very positive role models of behaviour and treat children with kindness and respect. They are skilled at supporting children to learn how to manage their behaviour and emotions. Staff calmly, but firmly, intervene, if required, and offer clear explanations and choices to children. Consequently, children are learning how to manage their own behaviour and are becoming increasingly tolerant of others, for example, when sharing toys or waiting their turn. Positive behaviour is acknowledged and praised by staff to help reinforce children's understanding of good behaviour.

A healthy lifestyle is well promoted. Children have daily opportunities for exercise. Indoors, they play with a twister game and a dance mat and enjoy other active games. They also access a well-equipped grassed area and the school playground outdoors. Here, they have space to move and climb freely, developing their physical skills and confidence and their ability to judge risks and keep themselves safe. Snacks are varied, healthy and nutritious, for example, crumpets, carrots and grapes. Staff encourage children to try different foods and make positive choices. Children's independence skills are encouraged through daily activities. For example, at snack time, they hand out plates and cups to one another, pour their own drinks and spread butter on their own crumpets. Support is available from staff as required. Children manage their personal needs well and learn good hygiene habits through regular routines. For example, following snack, some of the older children volunteer to wash and dry up.

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

The leadership and management at the club have a strong commitment to develop and improve quality of care and learning for all the children. Rigorous ongoing reflection supports self-evaluation and ensures that any aspects requiring improvement are promptly identified and effectively addressed. An action plan is in place to clearly outline areas for development and focus efforts to aspects that are most required. Children's opinions, ideas and requests are highly valued and used to guide future resources and activities. Parents' views and suggestions are welcomed and used to help inform self-evaluation and areas for development at the club.

Staff regularly review their planning and evaluate activities, to ensure that they effectively meet children's needs. Monitoring of the educational programmes is overseen by an early years professional, who is available to offer advice and support to the after school club staff, if required. Regular staff meetings and annual appraisals promote personal and professional development and improve daily practice with the children. Staff have attended up-to-date safeguarding training and understand their role and responsibility to promote children's welfare. Strong suitability checks are applied to staff and safeguarding policies and procedures are understood and implemented to protect children. Staff are very well deployed and are vigilant regarding safety and security, enabling children to play freely. The emergency evacuation procedure is regularly practised to ensure it is effective and that children are familiar with the procedure, without being fearful.

Very positive and trusting partnerships are established with parents. Regular discussions are encouraged between staff and parents, to ensure children's individual needs are met and that they receive any additional support required. Comments received from parents on the day of the inspection are very positive. They state that their children are very happy and settled at the club. Parents are pleased with the play and learning experiences their children enjoy and the progress they are making. The club maintains close and positive links with the school. There is scope to build on this good partnership to make communication more robust, with regard to children's care and learning, to further promote consistency and continuity.

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	EY284045
Local authority	Suffolk
Inspection number	817481
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Tracy Jane Mason
Date of previous inspection	21/11/2008
Telephone number	07881 420295

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

