

Rainbow Family Centre

11 Bravington Road, London, W9 3AB

Inspection date	17/04/2013
Previous inspection date	09/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- This is an inclusive nursery where children's individual needs are met well.
- All children benefit from interesting activities across the areas of learning both indoors and outside, which supports their progress well.
- There are good partnerships in place with parents and other agencies to support children's development and learning.
- The management team have good strategies to identify strengths and areas of weakness in order to further improve the outcomes for children.
- Staff role model good behaviour such as turn taking and sharing.

It is not yet outstanding because

- Some areas of the learning environment, such as the role play area, lack resources which extend children's learning.
- Children are not always encouraged to write for a purpose.

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, soft play area, snack room and garden.
- The inspector had discussions with some staff and children.
- The inspector had ongoing discussions with the nominated person, a manager from an associated provision and the acting deputy. A joint observation of an activity was undertaken with the acting deputy.
- Parents' views were obtained through documented responses.
- The inspector looked at a sample of available documentation such as observations, activity plans and the local authorities visit report.

Inspector

Helen Steven

Full Report

Information about the setting

The Rainbow Family Centre nursery is run by The Westminster Society for people with learning disabilities. It provides an integrated service for children with special educational needs and/or disabilities, and other children from the local community. It registered in September 1999 and operates from a hall and four other rooms in a ground floor 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 nursery is open each weekday from 8am to 6pm throughout the year. The setting also runs a holiday club, drop in and crche facilities. All children share access to a secure enclosed outdoor play area. There are currently 12 children in the early years age range on roll. Children receive funding for nursery education.

The nursery employs ten staff who work directly with the children in the nursery, including the manager. Six staff have qualifications from NVQ at level two to level three. One has qualified teacher status. Three staff are working towards a relevant qualification.

What the setting needs to do to improve further

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

- enhance children's role play experiences by including more real and culturally diverse items, as well as mark making and numeracy resources

- strengthen opportunities for children to write for a purpose to further develop their literacy skills.

Inspection judgements

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

Children have access to a good range of activities and learning experiences across the areas of learning in the Early Years Foundation Stage. Key persons work alongside other agencies and parents to effectively assess children's starting points and monitor their progress throughout the nursery on an ongoing basis. There are systems in place to implement a check of two-year old children's progress to be shared with parents. Staff use their observations of children and individual educational plans to inform activity planning. A 'passport' document provides lots of useful information and beautiful photos for families

to take to new settings their children are moving on to. This helps provide the child with continuity of care and learning. There is lots of support from various agencies to assist staff in addressing any special educational needs and/or disabilities of the children. This is an inclusive nursery and a number of children on roll have complex needs.

The staff are in the process of making the learning environment more effective by replacing storage containers and low level furniture. Although there is a wide range of good quality toys for both indoors and outside there are some areas that lack resources. For example, the role play area does not contain many items that support children's mathematics or literacy skills. Furthermore, some items, such as the hairdressing play things, do not reflect the diversity of the nursery community. A soft play area is adjacent to the main playroom and children use this for physical play as well as for being imaginative. A sensory room is available which enables all the children in the nursery to explore lots of interesting equipment.

The children are able to choose and instigate activities themselves as well as be involved with those that are adult-led. Staff provide children with pencils, chalks and pens to write on different surfaces. Prompts are available, although not always in view, to assist children in recognising and writing their names. However, children are not always encouraged to write for a purpose, for example, labelling their paintings. Staff make themselves readily available to sit in the cosy book area to read stories to the children. Children listen well and make comments about the story demonstrating they understand the content well. Staff routinely commentating and asking questions, as well as impromptu singing, helps all children develop their language. Children's home languages are known by their key person and there are prompts on display for staff. Staff use an outdoor funnel to encourage children to experiment with sound and language as their voice travels down the metal tube. Children explore the feeling of melting ice. They place their hands into the water and experiment with the effects of slapping, opening and closing their fingers, swishing, banging and dropping toys into the liquid. Children excitedly talk about animals following a nursery visit to the zoo. They ask for their faces to be painted as a lion and sit remarkably still while staff transform them and are happy with the results when they run to the mirror.

Children have opportunities to build with the wooden bricks of different shapes and sizes. They use the bricks to represent other objects, such as telephones. Staff encourage children to use mathematical language as they ask them to compare the sizes of shoes. The children conclude that the staff member's shoes are far too big for them. Children spend time in the home corner engaging in imaginative role-play based on their own first-hand experiences. They place play-dough on plates and pop it into the toy microwave. They are interested in the tale of the three little pigs and re-create parts of the story around the nursery. They make houses with the large soft play equipment and use the wooden house in the garden, running away from the huffing, puffing wolf! Children are able to express their ideas through painting and music activities. Children are well prepared for the move to the next stage of their learning.

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

Children are happy in the nursery and have made strong relationships with their key person and other staff members. The management team are formalising a key person 'buddy system' to provide consistent care and learning when children's special key person is away from the setting. The provider has vetted staff available that can cover at short notice; they know the children and are aware of the nursery's routine. Children are keen learners and actively engage in play. They are confident in the environment and have developed friendship groups, sharing ideas with each other. Staff have carried out risk assessments regarding children's behaviour to enable them to look at positive ways of managing this effectively. Staff are calm in their approach in managing unwanted behaviour. Children are encouraged to take responsibility for jobs such as setting up for snack time.

Staff support children's well-being by ensuring that they all have opportunities to play outdoors every day on a free-flow basis. The nursery has an exciting garden that has been designed to offer children a range of outdoor learning experiences. There are lots of opportunities for physical activities, for example whizzing around negotiating space on ride-on toys and playing on the small climbing frame and slide. Children walk along small planks that slightly tip when the weight is distributed differently. Children with mobility issues are enabled to take risk. For example, children learning to walk are supported by staff to move around the nursery. They are afforded space to challenge themselves by climbing on a low level piece of equipment. Children leap between and balance on large soft shapes. They knead and roll dough and use tools such as rollers and cutters to make cakes.

Individual evacuation risk assessments are in place to ensure children keep safe when leaving the building in an emergency. Staffs implement effective procedures for recording accidents and incidents. Nappy changing routines are carried out by two persons to help children feel secure. While the environment does not include mobiles or objects to interest children as they lay down, they are given a toy to distract them and staff interact with them constantly. The setting is obtaining a new nappy changing station which is to replace a piece of equipment to provide more space for two staff members to work together. Gentle reminders about safety are given during the day, for example, when using the soft play they are reminded about watching out for other children.

Children's dietary requirements are known to staff through detailed procedures on display. Staff have received training on tube feeding and are currently reviewing their equipment. Children can access water throughout the day. They have the opportunity to serve themselves from the fruit selection, oat biscuits and jam which they spread themselves. This helps their independence. They learn about healthy eating through discussion with staff. They excitedly talk about making smoothies and discuss what they can cook at the nursery. Children are keen to wash their hands prior to handling food and happily explain that visitors need to wash their hands 'in case they have got germs'.

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

The management team report that the nursery has been going through changes since the last inspection. For example, there are more 'mainstream' places available than before and there has been an increase in the staff team. The managers have been very proactive in seeking staff views and demonstrate effectively that they have identified areas that they can further develop. Furthermore, they seek the views of parents. A regular parent questionnaire is carried out and they have a 'mystery shopper' approach to target specific parents' experiences in detail. They address any issues raised through this valuable approach. Children's views are sought through discussion at group times.

Arrangements for safeguarding children within the provision are good. The organisation has robust recruitment and vetting procedures. There is an induction process for new staff which is being reviewed to incorporate specific procedures and to ensure it is completed in a timely manner. There is evidence that all staff have appropriate disclosure and barring service checks. The nursery does not allow mobile phones to be used in the nursery and remind parents and visitors of this. The inspection took place following a previous notification of an accident to a child in the outdoor area. The inspector found that the provider is fully aware of their responsibilities and informed parents and the relevant authorities. The provider carried out a full review of the accident. They undertake individual risk assessments for children. Children are encouraged to explore their surroundings and are appropriately physically challenged. The provider reviews any incidents to adapt and improve practice to ensure children's health and safety is paramount. All staff hold valid paediatric first aid certificates.

The staff have a good relationship with parents and carry out home visits as appropriate. Regular meetings are held with key persons to share information and a summative assessment of their child's progress. Strong links are in place with other agencies such as speech and language therapists, physiotherapists, occupational therapists and social services to support children's individual needs well.

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	153571
Local authority	Westminster
Inspection number	910395
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	19
Name of provider	The Westminster Society for People With Learning Disabilities
Date of previous inspection	09/11/2011
Telephone number	020 8968 2690

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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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