

# The New Rainbow House Kindergarten

113 Victoria Road East, Thornton-Cleveleys, Lancashire, FY5 5HQ

<b>Inspection date</b>	06/08/2013
Previous inspection date	03/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff understand how children learn and provide a broad range of purposeful activities that enable them to make good progress in their learning.
- Children show they are happy and safe as they enjoy warm relationships with staff and each other. They show a strong impulse to play and learn.
- The nursery values working in partnership with parents and local services, so that staff and all children are fully supported to reach their full potential.

### It is not yet outstanding because

- Ways to further develop children's reading skills are not always fully explored.
- Ways to monitor the progress different groups of children make have not yet been introduced, in order to be able to track any group falling behind their peers or to help maintain high levels of achievement for all children.

## **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.

## **Inspection activities**

- The inspector observed activities in the nursery and the outdoor area for older children.
- The inspector held meetings with the provider and manager and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documentation.
- The inspector took account of the views of parents and children talked to on the day and in the nursery's feedback.
- The inspector conducted a joint observation with the provider.

### **Inspector**

Mary Wignall

## Full Report

### Information about the setting

The New Rainbow House Kindergarten was registered in 2004 on the Early Years Register. The nursery is situated in Thornton, close to the seaside town of Cleveleys in a detached single-storey building. The nursery has three main rooms and an outdoor play area. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including two with Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. Children attend for a variety of sessions. There are currently 60 children currently attending. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities. The manager holds a level 6 childcare qualification. The nursery receives support and guidance from the local authority. The nursery also employs a cook.

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

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

- enhance the development of children's early reading skills further, for example, by saying the initial sounds in words, dividing the sounds in simple words and linking sounds to letters
- introduce systems for monitoring the progress of different groups of children, including children attending on a part-time basis, in order to identify any groups achieving below typical expectations or help ensure the highest levels of achievement for all children.

## Inspection judgements

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

Children are active learners, who play with real purpose, as staff plan a stimulating environment, which excites and entices them to play and explore. Children confidently choose from a wide range of good quality toys as they make decisions about what and how they want to play. Their play and learning is enhanced by staff, who use a range of good teaching techniques to engage children in play and learning.

Staff confidently encourage older children to develop their writing skills as they explain the benefits of marking their artwork. They ask younger children if they know the letters in their name and model write their name, saying it aloud for children to hear and learn. Staff encourage children to notice the initial letter of their name as they see their name in print. However, they do not consistently encourage children to hear and say the different sounds in words to demonstrate how the sounds blend together to further develop skills necessary for reading.

Ways to assess children's learning progress are secure and are based in a strong key person system. All staff observe children's learning. They share their observations with each child's key persons, in order for them to tailor plans for their individual children. Consequently, staff have a good knowledge of children. They have a good understanding of how children learn and plan a broad range of experiences covering all areas of learning to support their overall development.

Parents are kept informed of their child's progress through the use of a home link book. Staff encourage parents to look at children's learning files. New ways to gather more information from parents about children's learning at home have recently been introduced. These help staff gain an even fuller picture of children's learning to enhance their planning for individual children. Consequently, children make good progress in their learning and are developing some of the necessary skills to support their next stage of learning.

Children are becoming effective communicators as staff listen to children and value their comments. All staff use rhymes and action songs to enhance children's developing language skills. Staff engage babies in peek-a-boo games and use touch and action songs to gain their attention and enhance their listening skills. A picture exchange system is available to ensure that all children are included and is especially useful for children with special educational needs and/or disabilities and English as an additional language.

The fantastic range of construction toys, both indoors and outdoors, capture and retain children's attention. Children enhance their understanding of shape and measure as they play. They play for prolonged periods of time as they place blocks and cogs onto a board. Their time and effort is rewarded as they turn the cogs and set a chain of actions in motion and learn about cause and effect. Children are eager users of technology as they take turns to operate the computer mouse in simple games. Staff promote their understanding as they use a range of rich positional language as they show children how the figures can go 'on, under, over or below' the different levels.

Children learn about the natural world as they play outside. Staff skilfully introduce new ideas to children. For instance, they notice the water is cold and use gestures and statements to help children make connections in their learning. For instance, they repeat 'it is cold' adding that 'it is not hot'. Children show interest and understanding as they repeat with appropriate actions and gestures of their own. Older children demonstrate their good understanding of the world around them as they play. They are proud of the pictures they have painted with water and explain how they will soon be dry because of the sun.

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

A strong key person system ensures that children form secure attachments and are well supported in their move across the nursery. Staff work as a team to support all children, including those, who attend on a part-time basis, who may take longer to settle into the nursery's routines. Good links with local schools means that children are well prepared for their move to school. Staff naturally talk to children in play about their forthcoming move. They talk about children's schools and their new teachers, to help reassure children and promote their confidence.

Staff learn about children's care routines in clear settling-in periods. Staff share detailed information about children's care in the nursery and seek to support parents' wishes. They support children, who are tired and restless by implementing plans flexibly and adapting them for individual children. For instance, they postpone plans to further develop children's self-feeding skills until they are less tired and more responsive to learn new skills. Children learn about good hygiene routines as they wash their hands before eating and after meals. Older children are given time to wipe their own faces and dispose of their wipes responsibly. Consequently, children are learning to keep themselves healthy and safe.

Children have positive relationships with staff. Older children readily share their ideas in conversations and babies look to staff, especially their key person, for support and reassurance. Children are keen to play cooperatively. Staff play peek-a-boo games with children to develop their self-awareness and establish positive relationships. Older children learn how playing cooperatively is fun as they each shake a section of a play parachute in an imaginative game. Children learn about rules as staff support them to follow consistent boundaries. For instance, they play with balls outdoors, to help keep themselves and others safe.

Separate play areas for younger and older children means that children can play freely. This enhances their natural impulse to move and supports their overall development. Physical activities are fully supported indoors in planned music and movement sessions. Staff are very good role models as they move with great expression to find different parts of their body in action dances. Babies have well-placed mirrors, photographs and sensory toys that encourage them to sit or stand to reach and touch. Consequently, children are active and make full use of the space available.

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

The provider and manager give high priority to safeguarding children. They ensure that most staff have attended higher level training courses on safeguarding children. Consequently, staff have a good understanding of how to protect children. Rigorous recruitment procedures and effective induction procedures means that staff are suitable and are able to implement the nursery's policies. These include the conducting of risk assessments to help maintain children's safety and the security of the premises. Any accidents are recorded and are closely monitored to ensure that any necessary further

action is taken. Staff to child ratios are high and ensure that children are well supervised.

The provider is a well-qualified early years practitioner, who demonstrates a clear understanding and commitment to meet all requirements. They value and support the well-established staff team, resulting in a motivated, happy staff team. The quality of teaching is monitored closely by the manager, who works alongside staff in the nursery rooms. Staff performance is monitored in a number of ways. These include regular staff meetings and appraisals. The provider and manager have recently introduced observations on staff performance to help involve staff more fully in the monitoring of quality. Evaluation is an integral part of nursery routines and involves feedback from both staff and parents. It provides an accurate analysis of the nursery's strengths and leads to well-targeted ongoing improvements.

The manager monitors children's progress by regularly reviewing the planning and assessment of each child's progress with their key person. However, wider systems to monitor different groups of children, including those attending on a part-time basis, are not fully in place, in order to identify any groups achieving below typical expectations or help maintain the highest levels of achievement for all children.

The nursery is effective at working with parents and external agencies to offer any additional support beneficial to children, especially those with special educational needs and/or disabilities. Close working with the local children's centre enables the manager to offer parents a wider range of services to further support children's learning and well-being. Parents are well informed about the nursery's policies and procedures and are fully welcomed in the nursery. This creates an inclusive, positive environment for children and parents.

## 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

<b>Unique reference number</b>	EY290821
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	915062
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Jane Anne Harrison
<b>Date of previous inspection</b>	03/03/2010
<b>Telephone number</b>	01253 862027

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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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