

Inspection date	11/11/2013
Previous inspection date	28/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are well settled and enjoy the opportunities to play and explore, either independently or in a group.
- Staff enhance children's learning well, joining in with their play when appropriate to extend their experiences.
- Staff plan relevant learning experiences to meet children's individual learning needs. As a result, children make good progress in their learning, given their individual starting points.
- Staff promote children's well-being through their attentive and caring approach. Consequently, children feel secure and show a real sense of belonging.
- The provider has good systems in place for monitoring the provision for children. She is enthusiastic about her setting and motivates her staff likewise.

It is not yet outstanding because

- There is a slightly limited choice of activities in the log cabin as compared with the house meaning children have less opportunities play and explore.
- Staff do not always take opportunities to use conversations to help children think more deeply.

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 children taking part in a variety of play activities.
- The inspector talked with the manager and members of staff.
- The inspector sampled the setting's documentation, in particular that concerning children's progress and safeguarding.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Jill Nugent

Full report

Information about the setting

Rainbow Hill House Childcare registered in 2012. It operates from a residential house in New Southgate in the London Borough of Haringey and is open every weekday, from 7.30am to 6.30pm, for 52 weeks of the year. Children have the use of two playrooms in the house, a secure outdoor area and a playroom in a log cabin. The childcare provision is registered on the Early Years Register and currently has 28 children on roll. There are seven members of staff, including the provider/manager. All staff hold suitable early years qualifications. The provision supports children who are learning English as an additional language.

What the setting needs to do to improve further

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

- review the use of space in the log cabin in order to offer children a wider variety of choice, comparable to that offered in the house
- look at ways to use language to extend children's thinking and consequently their ability to make connections within their play environment.

Inspection judgements

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

Staff are effective in meeting the needs of all children. They are aware of the need for young children to have space and time to explore. They enhance children's play and learning by joining in with them, observing their interests and talking to them. They introduce extra resources linked to children's interests to encourage further play and exploration. They engage well with children, making sure that they are always at children's eye level. In this way, they help children to feel secure and to gain confidence. Consequently, children enjoy their play and benefit from the support of staff. They learn to make their own decisions and are content to investigate resources independently, for instance, when playing with toy vehicles and working out how to operate them.

There is a wide range of colourful and attractive resources in the setting. For the younger children, in the house, these are set out around the rooms so that children have plenty of choice. As a result, children often become absorbed in their exploration. They learn to play harmoniously alongside others in the group, for example, when sharing a collection of small balls or play kitchen equipment. For older children, in the log cabin, there is a more limited choice and therefore these children do not always become so absorbed in their exploration. They do have good access to a range of alternative activities in the garden,

such as practising their early writings skills with large chalks. In addition they are able to use an extra room in the house for group activities, such as arts and crafts. However, these types of activities are not always available as free choice in the cabin. This slightly limits the opportunities for these children to explore creatively and express their own ideas using different tools and materials.

Staff plan a range of focus activities for children, which are based on their interests and needs. These are well organised and encourage children to participate in different learning experiences, such as investigating a corn flour mix or drawing pictures. Children learn to concentrate on their tasks and are encouraged by staff's lively interaction to explore further. This helps them to discover new things using their different senses, for example, when feeling textures or working out how to represent their own idea of a butterfly or a lion. Staff talk with children about what they are doing and offer much praise. However, they do not make the most of these opportunities to encourage children to extend their thinking further by asking challenging questions.

Staff support children in acquiring useful skills for the future. They make good use of circle times to encourage children's enjoyment of books and stories. Younger children especially enjoy opportunities to sing, join in action rhymes and make music. Staff increase children's awareness of colour, shape and pattern when investigating small balls or arranging coloured shapes. Children enjoy opportunities to participate in different art activities, such as painting and sticking. They like to dress up and take part in imaginative play, especially with friends. They learn about plants when growing fruits and flowers in the garden and this contributes to their understanding of the natural world. Staff make good use of an effective system of observational assessment, which helps to ensure that all children's progress is as good as expected, given their individual starting points. As a result staff are particularly good at supporting children who need extra help in a certain area, for example, improving their speech, coordination or early literacy and numeracy skills.

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

Children's welfare is promoted well by all staff. There is a good settling-in procedure in place which helps children to develop a sense of belonging. Children's key persons complete a settling-in observation record to share with parents to ensure that any problems are addressed straight away. They get to know their key children well and liaise closely with parents to help meet children's care needs appropriately. As a result children feel well cared for and secure in the setting. Staff make sure that transition times during the day are smooth, for example, when taking children for a nappy change or getting ready for lunch. In this way they act as good role models in maintaining a calm atmosphere.

Staff supervise children closely at all times so that children feel safe. For example, when playing outdoors staff keep a good eye on children, encouraging them to play in a safe way. At lunchtimes staff sit with children, either at the table or by high chairs. They encourage children to be aware of their personal safety when eating and to become independent eaters. The cook provides a variety of healthy meals so that children are

encouraged to adopt healthy eating habits. For example, children especially enjoy a selection of fresh fruit after lunch. On occasions, parents are invited to try the meals that are cooked for children so that they are more aware of what their children are offered. Children eat well and are keen to try different foods, thereby developing a range of tastes.

Staff are attentive to children's needs and quickly notice when a child needs extra attention, for example, when a nappy needs changing or a child needs a jacket put on. Staff are firm when managing children's behaviour, explaining clearly to children what their boundaries are so that they understand how to behave. Children learn when it is necessary to take turns, for example, if needing to wait for a turn to play in the sand pit. This helps them to become more aware of other children's needs and learn to respect them. Children develop good relationships with others in the group and form close friendships. Staff promote an understanding of diversity in a wider world by planning activities and celebrations around special festivals.

Children have good opportunities each day to take part in physical activities, which help them to develop skills and keep fit. Indoors they enjoy playing with different balls, learning how to push and roll them. Young children develop control and coordination as they scramble and tumble around, chasing small balls or investigating long draped textiles. They enjoy playing outdoors on a small slide while older children have fun running around or using large equipment, such as tricycles and buggies, which encourage them to move and travel in different ways. Staff give children good access to beakers of water to avoid becoming dehydrated and encourage them to take a rest after lunch so that they do not become overtired during the day.

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

The manager is highly motivated and keen to offer a good standard of care for all children. She makes sure that all staff undergo the necessary checks regarding their suitability to work with children. She has put in place relevant policies and procedures to promote the safeguarding of all children. Parents are made aware of her responsibilities regarding child protection. All staff are trained in safeguarding issues and are provided with the necessary contact details to assist them in reporting any concerns relating to child protection.

The manager is vigilant regarding children's safety. She has put various safety measures in place around her home in order to minimise potential risks. In particular, she has a secure entry system and supervises closely the collection of children at the end of the day. She has risk assessed the premises and set out a clear and detailed list of safety checks to be carried out every day. She risk assesses outings in the local area, for example, to the shops and garden centre. These strict procedures contribute to keeping children safe and secure while in her care.

The manager meets weekly with her staff to discuss children's progress and plan relevant activities to move children on in their learning. She monitors children's observation files to

ensure that staff are making the best use of the system of observational assessment to chart children's progress. She has put in place a tracker system so that she can prompt early intervention if any children are observed to have particular problems, for example, in physical development or communication skills. Children who are learning English as an additional language receive good support as she liaises closely with parents regarding the languages spoken at home.

Staff have a good working partnership with parents. They encourage parents to be involved in their children's learning by providing information about the educational programme and the importance of play. They send parents daily feedback sheets and regular newsletters, which contain colourful photographs alongside news of activities and events. Staff carry out the mandatory two-year-old checks for children and share these with parents. They regularly organise 'parents' days' on Saturdays when parents come along to view their children's learning files and discuss their progress. Parents are also invited to social occasions, which help them to get to know staff and other families in the setting.

The manager encourages all staff to reflect on their childcare practice and consider areas that can be developed and improved. These discussions contribute to an overall evaluation of the provision and help her to set targets for the future. She is aware of space restrictions in the log cabin and has exciting plans to open up the first floor of her house, in order to be able to offer three base areas for children, with the oldest children in the new rooms. She encourages her staff to talk about their own ideas for improving the setting and to attend relevant training courses. She is keen to develop the expertise of her staff team and therefore continually improve the outcomes for all children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY451674
Local authority	Haringey
Inspection number	940797
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	28
Name of provider	
Date of previous inspection	28/01/2013
Telephone number	

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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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