

Rainbow Childcare

Rainbow Pre-School, Rockcliffe Hall, Rockcliffe Street, WHITLEY BAY, Tyne and Wear, NE26 2NW

Inspection date	23/01/2014
Previous inspection date	25/07/2013

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Assessments in the setting are not always accurate. This means that staff are not able to accurately identify areas of underachievement. Consequently, planning does not always meet the age and stage of development appropriately.
- The quality of teaching, particularly in relation to personal, social and emotional development is weak. As a result, many children demonstrate a lack of awareness of boundaries as well as control over their actions.
- Children's behaviour is not always managed well. This hinders their learning and puts themselves and others at risk.
- Staff are not appropriately deployed to ensure the effective supervision of children at all times. This impacts on the ability of the staff to meet and respond to children's needs.
- Staff are not able to meet the learning needs of all children because the key person system is not securely embedded within the setting.
- Monitoring and evaluation is weak. The manager has failed to identify that there are significant weaknesses in the setting. This impacts on children's welfare and learning and development.

It has the following strengths

- The setting has a suitable relationship with parents. Good ongoing communication means that they work together to support children's learning.

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 toured the setting with the deputy manager.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of feedback from parents.

Inspector

Elizabeth Fish

Full report

Information about the setting

Rainbow childcare is a family run business and was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a scout hut in the Whitely Bay area of Tyne and Wear, and is managed by the owner and her mother. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm Monday to Friday. Children attend for a variety of sessions. The nursery employs 10 members of childcare staff, including the manager. Of these, nine hold appropriate early years qualifications at level 3. The manager holds an Early Years Professional qualification. There are currently 75 children on roll, of whom 70 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the deployment of staff to ensure that children are adequately supervised at all times in order to meet their individual needs
- improve staffs' knowledge of behaviour management strategies and ensure that a behaviour management policy is understood and implemented by all staff
- ensure that the key person role is securely embedded in the setting to ensure that each child's care is tailored to meet their individual needs
- raise the quality of teaching, especially in personal, social and emotional development by: helping children to recognise when their actions hurt others; model and involve children in finding solutions to problems and conflicts and helping them to recognise and understand the rules of being together with others
- use observations to develop precise assessments to understand levels of achievement and learning styles and use these to plan enjoyable and challenging activities, appropriate for the children's age and stage of development.

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

- develop procedures for monitoring in the setting to ensure that it is sufficiently focused on the impact of teaching on children's learning.

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

Staff have insufficient understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Educational programmes do not cover the seven areas of learning effectively. Personal, social and emotional development is not supported well in the setting, particularly for children over two. Children are not always encouraged to manage their feelings and behaviour as they are not aware of the boundaries within the setting. Inconsistent support by staff does not help children to learn how to behave when playing with other children. For example, children are not always encouraged to share and they are not always supported to develop an awareness of the impact of their actions upon others. This impacts on children's ability to form effective relationships with children. However, staff demonstrate a suitable understanding of their role to provide interesting activities to support children's learning. Some children enjoy exploring pasta and jelly balls, filling and emptying different

containers and exploring the textures for extended periods of time. Other children explore shaving foam, rubbing it on their face like daddy does when shaving. These activities motivate some children. However, other children, who do not enjoy this type of activity, sometimes struggle to engage in other activities and this often leads to them engaging in boisterous play, such as running around, climbing and jumping. This often distracts other children. Staff occasionally intervene well to calm the play and channel children's energies, such as developing an obstacle course that involves climbing, jumping, crawling and running. However, when this is unnoticed, it leads to a chaotic and disorderly learning environment.

Assessments in the setting are not accurate enough to fully impact on children's achievements. This is because staff miss key information in relation to children's achievements. For example, staff fail to identify issues with behaviour in the setting, which lead to inaccurate assessments, particularly in relation to personal, social and emotional development. However, the setting understands the importance of observing children. They carry out regular observations and also record 'wow moments', which feed into children's learning records. They value parents' contributions as a child's first educator and welcome their input into their children's entry profiles. Observations of children are matched to early years documentation and the different areas of learning. Assessments are also linked to the age-related expectations of the Early Years Foundation Stage. Staff use their observations to inform next steps for learning, although these are not always appropriate because of the inaccuracies in assessment. As a result, planning is not always effective in meeting children's needs. This is because some activities are not appropriate for the age or stage of development and not all activities meet the needs and interests of all the children in the setting. Consequently, some children lack enthusiasm for learning and this affects the progress that children can make during their time at the setting. This does not demonstrate how they are prepared for the next stage in their learning.

Staff demonstrate a suitable awareness of how to support communication and language. When staff are supporting play effectively, they engage children in conversation. Comments, such as; 'I like tuna on my pasta', motivate children to engage in conversation. However, there are too many occasions when opportunities to extend learning are missed because staff are not effectively deployed. Staff plan activities to support children's literacy skills. Older children enjoy acting out and retelling familiar stories and join in with repeated refrains of well-known stories. Activities such as these bring stories alive and enthuse children. However, there are other activities, such as large group time and large group story times, which do not engage children. This is because they often lack a precise focus and children become restless as staff spend too long organising children into appropriate groups. This does not support the development of children's concentration. Children have a suitable range of activities to support the development of large muscle skills. They run, climb and jump and build with soft play blocks. Children also have time throughout the day to play outside. They are able to run around and climb and many children enjoy using bikes and scooters. There are a range of activities planned to support the development of small muscle skills. Children enjoy painting and drawing outside with chinks. Older children also chop up their snack and serve their own meals. Staff in the baby room demonstrate a suitable understanding of how to promote learning. Babies have the time and space to move around and explore their surroundings safely. The organisation of the room means that they have the

opportunity to begin to pull themselves up and, with the support of familiar staff, they explore how they can make electronic toys work. Children demonstrate rigid attention in this activity and fail to notice when their parents enter the room. This means that babies are happy and settled because their learning needs are met. The setting keeps parents informed about their child's care through a daily communication diary. Staff inform parents about what their children have been doing and what they have had to eat. They also talk to parents at collection and drop-off times. This supports partnership working between the setting and parents.

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

Children's behaviour is not always managed well. Children do not demonstrate a clear understanding of boundaries as they climb over the chairs and hit and push other children throughout the inspection. In addition to this, there are a number of occasions when children's behaviour is not dealt with effectively. This is because children are not given positive reminders or made aware of the behavioural expectations within the setting. There are also a significant number of occasions when staff do not adequately supervise children or notice unacceptable behaviour. This is because they are usually deployed carrying out particular tasks with children, such as counting the animals in the water, and do not always notice what other children are doing. As a result, some behaviour, such as pushing or climbing over chairs goes unnoticed. It also increases the number of accidents that occur in the setting. The supervision of children also impacts on the setting's ability to promote good health. When staff notice that children have runny noses, they wipe children's noses and follow appropriate procedures. However, there are other occasions when this is not noticed. This impacts on the health of children because it increases the risk of cross-infection. However, staff do maintain appropriate hygiene procedures at meal times, as children are reminded to wash their hands. They also promote a healthy diet as children independently help themselves to their drinks. A variety of healthy meals are also provided, which includes plenty of fresh fruit and vegetables. Children also have regular opportunities for fresh air and exercise as they play outside at regular intervals.

The children are generally happy in the setting. All children are assigned a key person, however, this role is not securely embedded. As a result, children's individual needs are not always met. For example, the key person does not have a good enough understanding of children's individual learning styles and is therefore not always able to respond appropriately, such as recognising when other activities are suitable to support children's energy levels and manage behaviour appropriately. However, staff do understand and follow routines from home. For example, staff in the baby room follow children's routines from home to help children to sleep. They nurse some children to sleep, while others are put down to sleep in a cot. They also ensure that children have the comfort toys they need to enable them to settle. This demonstrates that staff are aware of the routines and care needs of the children in their care. The setting has reasonable procedures for settling children when they start. Parents fill in forms about their children's individual care needs and routines. Staff encourage children to visit the setting with their parents before they are left for short periods to develop familiarity with the setting and staff. There are also suitable procedures for helping children to settle into school because staff take children with them on school runs in the summer prior to them starting school. This helps children

to get to know the school and staff prior to starting.

Children have the opportunity to play alongside other children as they play in the sand or outside. However, they are not always effectively supported to understand the rules of being together with other children. For example, they find it difficult to share resources, which, impacts on the behaviour within the setting. However, independence is promoted as children prepare their snack, serve their meals and take off their own shoes. Babies and very young children are also encouraged to feed themselves. Older children manage their own personal hygiene as they begin to go to the toilet and wash their hands with the support of an adult. Children are cared for in a clean and suitably organised environment. Resources are organised and labelled to support children's developing independence. Babies, located in the adjoining room, enjoy a comfortable and homely environment, which supports their developing needs reasonably well. Children develop a suitable awareness of how to keep themselves safe because they practise the fire evacuation routine regularly. They learn how to use resources, such as knives, safely and with control. This means that children do have some awareness of how they can keep themselves safe.

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

This inspection was brought forward following concerns raised about the provider's ability to meet children's individual needs. The inspection found that there were significant weaknesses in the setting in relation to supervision, the key person role, behaviour management and the ability of the setting to meet children's individual needs. The nursery has clear policies in place for behaviour management and supervision of children but these are not consistently followed. This results in children demonstrating inappropriate behaviour that is not noticed or dealt with appropriately by staff. These significant weaknesses are breaches in the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and are also breaches in the requirements of the Childcare Register. In addition, the key person role is not embedded within the setting, assessment is not accurate enough and planning is not effective in matching activities to children's individual needs. There are also weaknesses in the area of learning, personal, social and emotional development. However, staff have a suitable understanding of the procedures to be followed if they had a concern about a child, they have all attended recent training and an up to date list of contacts is displayed in the setting. Children are generally kept safe because there is a coded entry system to the setting and children and visitors are signed in and out. Risk assessments are carried out daily. Recruitment and vetting procedures are in place and this ensures that all staff and students have appropriate suitability checks carried out. Staff hold valid paediatric first aid certificates and they deal with any accidents that they are aware of appropriately. However, weaknesses in supervision mean that there is an increase in the number of minor accidents that go unnoticed. This impacts on the safety of children.

Monitoring and evaluation is weak. The setting undertakes self-evaluation, which takes into account the views of parents. It has identified some areas for improvements, such as updating toys and developing practice in relation to observation and planning. However,

the manager does not have an accurate picture of the quality of the provision and how it can be improved. She has failed to identify some significant weaknesses in the provision. The manager monitors planning and assessments, however, this is not always effective and, as a result, she has not identified that there are individual and groups of children who are underachieving. In addition, the manager does not undertake monitoring of staff at present because she is currently room based. Consequently, she has failed to identify inconsistencies in practice.

The setting has developed suitable relationships with parents. They keep parents informed about what their children have been doing in the setting. Many parents feel that their children are happy in the setting and the staff are friendly. Staff provide a verbal handover at the beginning and end of the day. They also complete a communication book, which goes home at the end of each session. Parents are encouraged to contribute to this and some parents update these regularly with changes to routines and care needs as well as information about their children's learning. This means that staff can alter routines to meet the changing needs of children. Staff have a good relationship with the local school. They share information with the school and find out what children are doing in school and how they can support them further. They also arrange meetings with the school to talk about children's learning and development. This enables them to share information about children's care and learning. However, the accuracy of assessments within the setting does impact on the quality of the information being shared both with parents and other providers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of Childcare Register).

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	EY382547
Local authority	North Tyneside
Inspection number	950632
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	75
Name of provider	(Good Time Childcare) Rainbow Childcare Partnership
Date of previous inspection	25/07/2013
Telephone number	0191 289 3386

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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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