

# Rainbow Kindergarten

Bowmandale Primary School, Bowmandale, BARTON-UPON-HUMBER, South Humberside, DN18 5EE

## Inspection date

08/04/2014

Previous inspection date

21/10/2008

## 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

- The out of school club staff are well-qualified and have a good understanding of the Early Years Foundation Stage and how to implement it.
- Children enjoy Forest School teaching, such as learning to build dens out of sticks and tying canvas sheets to trees to make shelters. This ensures they receive plenty of fresh air and play experiences that incorporate physical development.
- The children's own self-service cafe allows them to make choices at mealtimes. They help to prepare nutritious food, serve themselves, pour their own drinks and wash their own dishes. This ensures children know what is happening, feel valued and have their independence well-promoted.
- The strong key person system supports engagement with all parents in their children's learning and development. Consequently, this shared approach successfully contributes to the good progress children make.
- The manager strives for continuous improvement of the provision. She monitors the educational programmes well and ensures staff are supported in their training and professional development.

### It is not yet outstanding because

- There are occasions where children's learning experiences can be extended further, particularly when using food as part of a theme.

## 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 the club's premises and resources both indoors and outside.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's policies and insurance documentation.
- The inspector spoke with the manager, staff, provider, children and a parent at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and a range of other documentation.

## Inspector

Tracey Firth

## Full report

### Information about the setting

Rainbow Kindergarten out of school club was registered in April 2008. It is one of two settings run by Rainbow Kindergarten. It operates from a classroom within the grounds of Bowmandale Primary School in the village of Barton-upon-Humber in North Lincolnshire. Most children attend the Bowmandale Primary School and share access to a secure enclosed outdoor play area. The club is open each weekday from 7.30am until 9am and 3.30pm until 6pm during term-time and links with their sister holiday club nearby. There are currently 47 children on roll, seven of whom are within the early years age group. The club supports children with special educational needs and/or disabilities. Five staff are employed, who hold relevant childcare qualifications, with the manager holding a Level 4 in Early Years and Education and the provider holding Early Years Professional Status. Two members of staff are Forest School trained. The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

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

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

- enhance the educational programmes and extend children's learning even further, for example, by using more realistic resources, such as actual food when using foods as part of a theme.

## Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and have a secure understanding of how young children learn. All areas of learning are balanced and effectively implemented to provide challenging experiences that meet the needs of all children. Staff carry out accurate observations and assessments of development, and record progress in each child's personal file. Staff use the next steps by effectively planning to make the most of opportunities to focus on individual children and challenge them in their learning. For example, a session of potion-making followed children's interest in a popular story of a boy wizard. Staff were able to extend the idea to meet all areas of learning while children explored and experimented with liquids and colour by dripping inks down paper, looking at the marbling patterns and shapes. Well-structured systems are in place to ensure all staff are appropriately trained and supported to achieve high expectations. As a result, all staff deliver good quality teaching that helps all children make good progress in their learning and development. For example, management identified that they could further improve learning experiences for the high volume of boys attending the club. Staff attended specific training courses including 'Theories on Boys', 'Weapon and War play' as well as Forest School training. As a result, staff are able to understand boy's needs better and plan more effectively, ensuring boys at least achieve as

well as girls. Assessment is used very well to monitor and track children's progress and to identify any gaps in their learning at an early stage. Effective interventions are implemented to support children with special educational needs and/or disabilities. These fully include parents and other settings the children attend, such as school and holiday club. This is achieved through regular review meetings and the flow of successful strategies through school and holiday club because of the excellent communication in place. This provides a robust and consistent routine for children, which makes them feel safe and prepares them for their next steps in learning. Parents receive regular feedback about their child's progress and are encouraged to contribute observations from home.

This is a well-resourced environment, which provides children with stimulating learning inside and outdoors. Children access their own choice of toys and make the decision about participating in planned activities or inventing their own games. However, there are occasions when children's learning experiences can be extended further, particularly when using food as part of a theme. For example, when exploring Chinese New Year, children make the food out of inedible dough rather than using actual food. The opportunity is missed to sample new ingredients, flavours and aromas.

Staff are enthusiastic and engage well with children. This influences children's strong motivation to play and learn purposefully. Children engage in purposeful conversations with staff as they practise drawing circles and writing their names. Staff are good role models asking them 'What else can we do?'. Communication skills are promoted well during the activity because the member of staff moves around the table to each child and kneels down to engage them. She pays each child good attention so they are all fully involved and listened to. Children show obvious enjoyment and concentration. As a result, children are motivated and eager to learn. The positive attitude, confidence and enjoyment that children develop towards learning contributes to the success of their future.

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

The club has a well-established key person system in place. Each child is allocated a member of staff who is responsible for their development and welfare. This helps children to form strong attachments so they feel safe and happy. Staff gather appropriate information from parents and school about the child. This ensures staff are fully aware of each child's individual needs and can help new children settle quickly. Staff consider all children's requests and encourage them to speak out by including their ideas in activities. For example, children are able to write on a white board the activities or themes they want staff to include in planning, such as when a new electronic game becomes popular. Staff collected parent views and consent before deciding to acquire this particular game. This made children feel listened to and their ideas valued. The manager and staff treat all children respectfully, showing kindness and affection. Routines are clear and consistent so children know what is expected of them at all times. As a result, children behave very well, showing kindness to each other.

Staff promote children's safety and well-being highly. Children are independent in taking care of their own personal needs, such as washing their hands, going to the toilet and dressing to go outside. Children eat healthy foods and learn to appreciate the importance

of a healthy diet. Meals are decided and prepared on the premises by the children. To promote independence further, staff have set up a cafe scenario so children can come and go as they please whenever the 'open' sign is displayed. To keep track of who has eaten, children take their name card from a table and post it into a box before helping themselves to food and drinks. Children wash their own dishes. This encourages children to take an interest in a variety of foods and its preparation, make choices and practise skills for life, such as fine motor and social etiquette. They are well-fed and feel their opinions are valued. Children have good access to physical exercise and fresh air in the outdoor area or at the local park during Forest School sessions. They learn to take risks safely as they climb, ride their own bikes or dig and plant. Children are safe because they learn how to keep themselves safe. They know about road safety and are safe in the club's classroom because they practise fire drills regularly. Anti-bullying posters are displayed on the wall and lessons have been created around the issue. Children are aware of boundaries set and behavioural expectations in the setting because they contribute to writing the rules, therefore behave well and play cooperatively. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence.

The move to school is skilfully supported and managed through good partnership working with the local schools so that children's emotional needs are well-met. Children's detailed personal files are already shared between the schools or nursery, parents and the holiday club. Each can read or write comments to maintain communication, such as the child's achievements, emotional state or any concerns during the day. Most children attend the school on site. These children are already familiar with the environment and staff, which enables them to feel safe and secure and for their good progress to continue. All children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. They share concerns with staff, which demonstrates that they feel safe and have begun to develop an understanding of acceptable behaviour. This results in children settling into their new school and parents feeling supported.

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

The provider and manager have a good understanding of their roles and responsibilities with regard to meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a good knowledge of how children learn and they plan stimulating and challenging experiences for children. The manager and staff monitor the progress of children and the educational programmes. This is completed with the use of regular staff meetings, observations, next steps for learning and tracking children's achievements. As a result, children are progressing well in their expected levels of learning. Safeguarding meets requirements and causes no concern. Appropriate checks on adults are carried out to safeguard children and the welfare of children is monitored closely. The designated lead for safeguarding has a clear understanding of the role and all staff are well-versed in what to do should they have concerns about a child.

The manager and provider demonstrate high aspirations for developing practice and striving for improvement. There is a strong commitment to supporting staff's professional development to continue to raise the quality of the club's provision. Effective

arrangements to ensure the ongoing evaluation of the club are in place and action plans implemented. This clearly identifies strengths and weaknesses and what action is planned as a result. For example, the manager is presently reviewing staff deployment in order to ensure the workload is even. Robust recruitment procedures have enabled the manager to recruit and retain a staff team who are experienced and well-qualified. Ongoing training opportunities are attended and cascaded to all staff. The manager also writes in-house training to maintain her team's knowledge. Management and peer observations are routine and the outcomes are discussed with staff. As a result of good mentoring and support, the quality of the learning environment and planned activities are well-matched to each child's age and stage of development. This means that all children are supported effectively to make good progress in their learning and development. For example, staff are able to teach Forest School methods and are trained to specifically target and enhance learning for boys, who do not always nationally achieve as well as girls.

The club has high levels of engagement with parents because they seek parent's views and involvement in a variety of ways. This helps to ensure they have a good understanding of children's and families' needs. Parents are provided with detailed information on policies and procedures and are kept well-informed through noticeboards, newsletters, daily communication, parent's evenings and events, such as 'Bike night'. Consequently, parents feel confident in being able to support their children's learning at home. Parents speak highly of staff and the care and learning offered to their children. To aid all children, good links have been established with outside agencies, such as the local authority or the school's Special Educational Needs and/or Disability coordinator. This ensures that children's specific needs are assessed and that appropriate support is given over time.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY365370
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	821107
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	47
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Anne Julia Findlay
<b>Date of previous inspection</b>	21/10/2008
<b>Telephone number</b>	01652 660 362

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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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