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

Our Reference EY382547

Dear (Good Time Childcare) Rainbow Childcare Partnership

Monitoring for provision judged as inadequate

An Ofsted inspector, Janet Fairhurst, monitored your provision on 22/04/2014 following your inspection where the provision was judged to be inadequate.

Outcome of monitoring

As a result of our inspection on 23/01/2014, we sent you a notice to improve. The actions you were set are included at the end of this letter.

During the monitoring visit the inspector discussed with you the steps you have taken to address the actions raised in the notice to improve. The inspector spent time in each group room talking to children and staff, observing practice and the interactions between the staff and the children. The inspector also spoke to a representative from the local authority. She looked at your behaviour management policy, staff supervision records and viewed a sample of the children's learning journey records.

The inspector found that you have developed a comprehensive action plan to address the issues raised at your last inspection. You explained that you have attended local authority behaviour management training, as well as a training seminar specifically relating to managing boys behaviour. The knowledge you have gained from the training has been effectively shared with staff during your staff meetings, and this has improved the understanding of all staff. In addition, all staff had completed online behaviour management training and further behaviour management training is planned through the local authority. The deployment of staff has been reviewed. As a result, changes have been made to help deliver better outcomes for children.

The manager now takes a more managerial and supervisory role within the nursery and this enables her to monitor what is happening in the setting and allocate specific tasks to staff to deal with situations as they arise. As a result, the inspector observed

that children were effectively supervised and staff were consistently using positive strategies to manage children's behaviour and ensure that their individual needs were being met. Experienced members of staff now lead and support staff within their room through the creation of the senior nursery practitioner's role. You and the staff team have reviewed the behaviour management policy and procedure and included the strategies used to promote positive behaviour. All staff have been issued with their own copy and systems to check their knowledge and understanding of the policy and procedure are in place.

You have welcomed support from your local authority and have been proactive to the advice and guidance offered. For example, the practitioner responsible for behaviour management has accessed training in order to support staff in relation to children's behaviour. All staff have completed online behaviour management training and further training through the local authority is scheduled to take place this month. As a result, management of children's behaviour across the nursery and staff's overall understanding of how to promote positive behaviour and deal with conflicts and issues has improved. Staff use circle and small group time to discuss the rules and boundaries of the nursery. They use positive reinforcement and props, such as empathy dolls to help children become aware of their feelings and the effect their actions have on others. In addition, they also use stories and incentives, such as 'star of the week' and certificates of achievement to promote and encourage positive behaviour. Staff comment that children's behaviour has improved and in turn this has reduced the frequency of minor accidents and incidents. During the monitoring visit children were observed to behave well and demonstrate a caring attitude towards others.

The inspector found that key persons are knowledgeable about the children they care for. They use the observations they make of children to carry out precise assessments in order to plan activities that are appropriate to meet the individual needs and learning styles of each child. This was clearly evident as children were observed to be engaged in challenging experiences that reflect their individual needs, interests and stage of development. This is exemplified by the level of children's engagement in their learning.

Staff now receive formal supervision meetings on an ongoing basis and you have systems to identify and support specific training needs for individual staff. Systems to observe individual staff practice have recently been introduced and are being used to identify how you can continue to improve the quality of teaching. Staff receive feedback on their performance to understand their role in teaching children and in supporting each child's individual learning journey. Regular checks are carried out on the quality of planning and how key areas of learning, such as personal, social and emotional development are incorporated and given sufficient emphasis within the planning. Alongside this, fortnightly meetings are taking place between the key person and parents to discuss children's learning goals. This has led to an improved programme of activities and experiences and as a consequence children are now making better progress specifically in the area of personal, social and emotional development.

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Having considered all the evidence, the inspector is of the opinion that the setting has taken prompt and effective action to address the points for improvement.

Next steps

The next step will be a full inspection.

I hope that you have found the visit helpful in promoting improvement in your setting. If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson
National Director, Early Education

Actions

Action	Due date	Closed date
improve the deployment of staff to ensure that children are adequately supervised at all times in order to meet their individual needs	13/02/2014	22/04/2014
improve staffs' knowledge of behaviour management strategies and ensure that a behaviour management policy is understood and implemented by all staff	13/02/2014	22/04/2014
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	13/02/2014	22/04/2014
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	13/02/2014	22/04/2014
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.	13/02/2014	22/04/2014
ensure that children's behaviour is managed in a suitable manner (compulsory part of Childcare Register)	13/02/2014	22/04/2014
ensure that children's behaviour is managed in a suitable manner (voluntary part of Childcare Register).	13/02/2014	22/04/2014