

Rainbow Childcare

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

Inspection date	03/07/2014
Previous inspection date	23/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 use effective teaching and good open-ended questions to promote children's learning. Staff also involve parents by ensuring that they find out what children enjoy doing at home. Consequently, children make good progress.
- Children are happy and settled in the nursery and babies' individual needs are well met by caring, competent staff. This means that children's personal, social and emotional needs are effectively promoted.
- Leadership and management is successful. Staff are supervised well, which includes close monitoring of staff practice and accurate tracking of children's development. As a result, children's interests and learning are well supported.
- The arrangements for safeguarding children are good. Policies and procedures, regular self-evaluation and risk assessments are constantly reviewed, to ensure that children remain safe.

It is not yet outstanding because

- Staff do not always ensure that there are sufficient, easily accessible resources in the outdoors to further support children's literacy, exploratory and investigative skills to further enhance their learning.
- There is scope to use the outdoors more flexibly, so that children's choices and wishes are further supported and extended by allowing them more time to sustain, continue and develop their play outside.

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 had a tour of the premises and observed activities in the main playrooms and the outside environment.
- The inspector conducted a management meeting with the owner and manager.
- The inspector conducted a joint observation on staff and a group of children with the manager.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day, interacted with children and spoke to staff.

Inspector

Shirley Peart

Full report

Information about the setting

Rainbow Childcare is a family run nursery 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. The nursery serves the local and surrounding areas and is accessible to all children. There is an 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. Children attend for a variety of sessions. A wraparound service and holiday scheme is available for children who attend the nearby school and school nursery. The nursery employs 12 members of childcare staff, including the manager and an apprentice. Of these, six hold early years qualifications at level 3, three at level 4, one at level 6. The manager holds Early Years Professional status. There are currently 45 children on roll, of whom all are in the early years age group and attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the opportunities to further support children's learning in the outdoors for example, by ensuring that staff provide sufficient writing and drawing implements, various books and specific resources for children to explore the natural world
- review and reflect on how the outdoor area can be used more flexibly, so that children are given more time to follow through with their play choices and wishes, specifically when they play with a purpose, such as when collecting and transporting water.

Inspection judgements

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

Staff have a good understanding of how to support children's development and learning. They plan interesting activities across all of the educational programmes, watch what children can do and record regular observations to assess their interests. This means that they provide a good range of child-initiated and adult-led activities. Consequently, children are actively involved in their play and learning so that they make good progress. For example, as the current theme is nature staff provide a range of specific recyclable materials for older children, such as, cardboard tubes, cellophane and yellow card, so that children make 'bees.' Younger children explore leaves and twigs in large low-level trays, which they previously collected while out on walks in the local environment. Staff use

precise assessment, so that children's progress is monitored and tracked efficiently. This helps them to identify any gaps in children's learning, which ensures that they can target support where it is needed. Children's progress in the prime areas of learning shows that they have the key skills needed for the next stage in their learning, including nursery school. For example, younger pre-school children can put on their own shoes, know why they need to wash their hands before eating, tidy up toys and put things away. Staff complete the required progress check for children between the ages of two and three years. They involve parents in the process and provide suitable summaries for them.

Children enter the nursery confidently and leave their parents easily and staff organise the children's welcome sessions very well. This means that children sit attentively on the carpets, tell staff their news and make their plans for the day. Within their age groups, a different child is chosen each day to be the special helper. This raises their self-esteem and confidence very well. Consequently, children as young as two-years-old know what is expected. They choose which special chair they want to sit on and confidently explain that one of their jobs is to be kind. Children eagerly play in the role-play area and concentrate well as they pretend to squeeze lemons and oranges. They pretend to pour this into beakers and share them out among their friends. Consequently, they use their imagination well to recreate real life experiences. A key strength of the adult-led teaching is the way in which children have access to natural, creative, messy, recyclable and malleable materials, which successfully promotes their sensory development. For example, babies love spaghetti, water and cereal play. They eagerly explore the different textures with their fingers, hands and mouth and staff support them well by joining in enthusiastically. Older children also have good opportunities to use various recyclable boxes, cartons, tubes, glue and tape so that they can choose to make their own models and designs. This supports children's thinking and decision making skills very well. Staff working with the older children promote their learning successfully. For example, when they are outside they point out the different colour and properties of flowers, such as the ones that show their petals when the sun shines. Staff talk with children about how tall their sun flowers are getting and children are encouraged to see if they are as tall as them. This helps children to gain a good understanding of colour, the natural world and size, which prepares them well for school. Children know that flowers need water to help them grow, so they eagerly transport this back and forth from the water tank. There are plenty of resources, such as, books, magnifying glasses, pencils, chinks and clip boards inside the nursery, however, these are not easily accessible when children are outdoors. Consequently, there is scope to further enhance children's literacy and understanding of the world development in the outdoor areas.

Staff involve parents fully in the life of the nursery. They ensure that parents are fully informed of their child's interests and progress via a range of means. For example, regular verbal information, newsletters, use of daily communication books, displaying photographs of children at play and exchanging relevant emails. Each child is in a key animal group. Children and parents know who their key person is and which animal group they belong to and children love to take the toy animal home regularly. They take photographs and write stories of their adventures and share these with staff. Therefore, staff show a genuine interest in what children have been doing at home. Parents can also borrow the learning at home bags, view their child's learning journal at any time and add their comments to the wish tree. This ensures that parent's contributions and feedback are valued, which

supports children's overall development and learning successfully.

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

Pre-school children are very independent. They help to prepare their fruit for snacks, serve themselves at lunchtimes and find their names for registration. Staff also talk to them about how they will become big and strong if they eat all their food. This promotes children's understanding of physical health and self-care. Overall, routines are flexible to meet children's needs and they love to be outdoors in the fresh air, which promotes their physical skills and a healthy lifestyle. However, the current arrangements for outdoor play, which is on a timed, rota basis for the different groups of children, is not always sufficiently flexible. For example, this does not always allow children the time to sustain and continue their play in the outdoors, such as when they are transporting and playing with water. Children's behaviour is good. Since the last inspection staff have attended various training sessions to help them manage children's behaviour and to deal with any conflicts in a more positive way. Therefore, there are minimal conflicts during the session as children are engrossed, fully occupied and interested in what they are doing. Staff offer gentle reminders as to why children need to sit on their chairs correctly. This helps them to learn what is acceptable and how to keep themselves safe. They know the routines, such as lining up carefully when going indoors and outside. For example, a child states to his friend, 'You need to go up to the front because you're the special helper today'. They take turns on the slide and sit nicely on the carpet for stories, songs and registration. Consequently, they learn to respect and acknowledge each other.

Children's emotional well-being is successfully promoted. The well-established key person system means that staff have formed close relationships with children and they are tuned into their individual needs and feelings. For example, when children become slightly upset when they see their friends leaving for the school nursery, staff talk to them down at their level, offer cuddles, comfort and reassuring words. Children approach staff easily, chat to them and make their needs known. This shows that they are self-assured and confident in the nursery. Babies form close attachments with their key persons, which helps them to feel safe and secure while away from their parents. Interactions with babies are natural and they are cuddled and comforted as necessary because staff are sensitive to their individual needs.

Staff and parents complete, 'All about me' documents, which helps staff to establish children's starting points, interests and routines. Babies' individual routines are also prominently displayed in the baby room, so that all staff working with the youngest children are aware of their preferences and needs. The settling-in process and transitions to the next rooms are flexible. The key persons decide with parents when the children are ready to move up. Familiar staff from their existing room accompany them during the process. Two to three-year-olds can see into the older years room and they often spend some time together, either outside or at the beginning and end of the day. This also helps them to cope with a move up to the next age room and fits in with their developmental needs. Consequently, this effectively supports children's personal, social and emotional needs during the transition period.

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

Leadership and management is good. The manager works closely with the owner and deputy and they have a clear understanding of the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. At the last inspection by Ofsted, the nursery received a number of actions to improve and a further monitoring visit took place. Effective changes have been made to address the issues. For example, the re-organisation of staff roles has had a positive impact on children's personal, social and emotional needs. The manager now takes a more supervisory role, which enables her to monitor staff practice and children's learning and development more closely. Staff have attended various behaviour management training courses and the nursery has been well supported by local authority advisers. Therefore, staff are more competent in managing children's behaviour and are well supervised. This has had a positive impact on children's welfare and learning overall, and ensures that the group continues to improve and develop. Children's safety is of paramount importance. Staff are effectively deployed and supervise children well. They complete regular risk assessments and any accident and incidents are recorded and then monitored closely by the manager and owner. Safeguarding and first-aid training is mandatory for all staff and the manager ensures this is kept up to date. The staff know that they need to report any child protection concerns to the manager for her to take this forward and the management team are clear about their roles and responsibilities in this area. Staff recruitment and selection is robust. All staff follow a clear induction plan and probationary period, which ensures that they are suitable to carry out their roles effectively.

Monitoring of teaching and the impact this has on children's learning is effective. The manager reviews what her staff are doing to help children move on in their learning. For example, she completes regular one-to-one supervision and impromptu reviews of observations, learning journals and planning documents. This means that she can support staff and also intervene as necessary. All staff have yearly appraisals where they are set targets and objectives to be achieved in the year ahead. This means that there is a strong focus on staff development. The drive to improve is very good. A comprehensive self-evaluation is also in place, which all staff contribute to. This details strengths and what they would like to improve, such as further developing individual training plans for staff. Parents' views and feedback are also gained via regular forum meetings, which are proving to be popular and contribute to the improvement plans. Recently appointed senior staff members within the children's rooms, now ensures that all staff are further supported and have good role models to follow. This in turn improves learning outcomes for children.

Parents are very pleased with the nursery. Many of the children have attended since babyhood and younger siblings take up places. They state that their children are, very happy to come and that the staff are lovely. Most parents contribute regularly to their child's daily communication books and are pleased with their progress. This further enhances the effective way in which parents can exchange information with staff. Parents

are invited along for regular parents' evenings, where they discuss their children's progress in more depth with their key person, and many attend the regular parent forums. Consequently, effective partnerships make a strong contribution to meeting children's individual needs. Children with special educational needs and/or disabilities are very well supported. Staff have access to inclusion workers, speech and language therapists and nursing support, to create specific development plans for individual children. This demonstrates that they work effectively as a multi-agency team to support the needs of all children and provide early intervention as necessary. The staff also have very good links with the nearby school, especially when children attend both nurseries. A wrap-around service is offered and when staff hand over or collect children they exchange verbal information. The manager also has regular meetings with the nursery school teacher to exchange more specific information on children's individual learning needs and interests. This means that they plan effectively. For example, staff devised a game for one child through following footprints into the nursery as he had demonstrated an interest in this in the school nursery. Consequently, children benefit from good consistency and continuity, which helps them to move on in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	965330
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	45
Name of provider	(Good Time Childcare) Rainbow Childcare Partnership
Date of previous inspection	23/01/2014
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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