

# Thrybergh Rainbow Centre

THRYBERGH JUNIOR MIDDLE SCHOOL, Oldgate Lane, Rotherham, S65 4JG

## Inspection date

22/09/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

1

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 gaining a good range of skills to support their move on to school, because the quality of teaching is good and practitioners demonstrate a sound understanding of how to promote children's learning and development.
- Effective partnerships with parent's means there is a continuity of learning between the nursery and home, which contributes to the good progress children make.
- The highest priority is given to promoting children's health and well-being. Excellent partnerships with parents ensures there is consistency in children's care and learning. This means that children's health and welfare is supported exceptionally well.
- Children are safe and very well protected because all practitioners have a clear understanding of child protection procedures.
- Strong links with other professionals and support services means that there is consistency in children's care and learning, which supports their individual needs.

### It is not yet outstanding because

- Opportunities to identify and share good practice regarding teaching and learning are sometimes missed, for example, because reflective practice does include peer observations.

## 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 activities in the two playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the head of centre, manager, children and practitioners at appropriate times throughout the inspection.
- The inspector checked evidence of practitioner's suitability, training certificates, policies and procedures, risk assessments and the nursery's self-evaluation.
- The inspector spoke with parents to gain their views on the quality of the provision.
- The inspector looked at children's assessment records.

## Inspector

Jane Tucker

## Full report

### Information about the setting

Thrybergh Rainbow Centre was registered in 2014 and is on the Early Years Register. It operates from the site of Thrybergh Primary School in Rotherham, and is managed by Rotherham Metropolitan Borough Council. The nursery serves the immediate locality and also the surrounding areas. It operates from two rooms and there is an area available for outdoor play. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.45am to 5.45pm. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The nursery provides funded early education for two- and three-year-old children.

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

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

- strengthen the systems in place for the performance management of practitioners, by for example, introducing peer observations to support practitioners in achieving outstanding teaching practice, to help raise children's attainment to the highest level.

## Inspection judgements

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

Teaching is good throughout the nursery and practitioners demonstrate a secure understanding of how to support children's learning and development. Practitioners use their own observations and information gathered from parents to assess children's individual needs, stage of development and their current interests. Consequently, children are happy and have fun in their play because they are excited by the activities available to them. All children have an individual learning journey where practitioners record regular assessments and plan for children's next steps in learning. In addition, practitioners provide observations, photographs and work samples to support children's progress. Thorough tracking systems are in place to monitor progress and identify any areas for concern. As a result, assessments show that children are making consistently good progress in relation to their starting points.

Practitioners provide good support to ensure children develop their communication and language skills and promote their personal, social, emotional and physical development. This means children acquire the skills, abilities and attitudes to prepare them in readiness for school. Older children sit together on the carpet. They respond and answer questions about the monkey masks practitioners hold up. Children count the number of masks together and they listen attentively to questions, as practitioners ask, 'what number comes after four?' Children choose a song they would like to sing about monkeys and they stand

up to copy actions. Children jump, shake their finger and pretend to fall off the bed as they carry out the actions to the song. They learn to recognise how things change in quantity when something is taken away. This is because children take it in turns to sit on the carpet with their friends, as the number of monkeys reduce in the song. Toddlers enjoy the communication friendly spaces, as they relax and listen to stories. Practitioners point to the pictures of animals in the book and they make sounds such as, 'oink', to promote the children's ability to make connections and their understanding and speaking skills. The nursery has an early language lead professional who has undertaken the 'Every child a talker' training. This has had a significant impact on children's communication and language development, as assessments show that the number of children at risk of delay has reduced.

Toddlers and older children's mathematical language is promoted well, as practitioners talk about the big and little bus, the star and the square. Older children sit with their friends to share cutters and rolling pins, as they manipulate play dough. Toddlers engage in symbolic play, as they pretend to feed their baby and take their dog for a walk. Older children demonstrate characteristics of effective learning, as they represent their experiences in their play. For example, older children place a plate in the oven and remove it with a tea towel, announcing that the food is ready. They pretend to pour water into the tea pot, as they tell practitioners that they are making a cup of tea. Parents are regularly invited to share information about their child's 'Wow' moments at home and through verbal daily feedback. Interim parents' evenings provide a formal opportunity for parents to look through their children's assessment records and discuss their progress. Practitioners liaise daily with parents and share their child's highlights of the day. Parents also receive information about how to promote their child's speech and language development at home. This is because practitioners share a range of resources, such as, the nursery rhyme of the week. Parents know the routine for collecting the nursery rhyme from the notice board and sticking this in their child's yellow book. Parents explain how this has a positive effective on their child's development, as parents share the same experiences with their child as they are receiving in the nursery. This shared approach to children's learning and development successfully contributes to the good progress children make and demonstrates a continuity of learning between the nursery and home.

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

The management team and practitioners are highly skilled at establishing positive relationships with parents and their children in the nursery. This is because practitioners use the principles of the Thrive Approach to help children to get ready to learn and build positive relationships. A very comprehensive settling-in package is offered to families and their children. This includes home visits and an initial meeting with parents to establish the needs of children, including their routines, interest and background. Parents are also given a prospectus and information leaflets, together with photographs of practitioners in the nursery. This enables parents to regularly look at photographs with their children, so children become familiar with practitioners over time. Consequently, when toddlers and older children start at the nursery they clearly demonstrate that they have already started to form excellent bonds and attachments with practitioners.

Toddlers and older children thrive on the caring and nurturing environment, as they play with their friends and enjoy the company of practitioners in their play. Practitioners are excellent role models and as a result, children display positive behaviour and good manners in their relationships. Children's behaviour, in all respects, is very good because practitioners teach children to share and take turns through their activities. This nurtures and excellent understanding of cooperative play. Consequently, children's personal, social and emotional development is promoted exceptionally well, as children learn to manage their feelings and behaviour. The nursery prides itself on having the highest quality of resources for both indoor and outdoor provision. Resources provide opportunities for open-ended activity, which allows children to be creative and imaginative. Practitioners regularly review the layout of the rooms, to ensure resources are accessible and are used to their optimum potential. They also observe how children move around the environment and make changes to the nursery if necessary. Practitioners give the upmost priority to promoting children's health and well-being. They work closely with parents to offer support and advice on toileting, so that there is continuity in children's development in self-care. Parents also attend enjoyable cooking sessions so that they develop skills in the kitchen and learn the importance of cooking healthy meals at a reasonable cost. Children are inspired to follow a healthy lifestyle, as they are provided with healthy snacks and meals. All practitioners are trained in food safety measures and these are modelled and passed on to the children. Role play activities also encourage toddlers to learn how to recognise the difference between vegetables and fruit, as they pretend to make vegetable soup.

Excellent hygiene practices are followed, as practitioners wear gloves and aprons when preparing food and during intimate care procedures. These highly effective procedures help to reduce the spread of infection and protect children's well-being. Children independently brush their teeth after each snack and meal, which promotes their early understanding of oral care and how to manage their own personal needs. Practitioners model and teach safe practices to children, to promote their good understanding of how to keep themselves safe and take sensible risks. For example, children learn to keep themselves safe, as they take part in physical activities outdoors. They put out their arms to support their balance, as they walk on crates and construction blocks. Practitioners also explain to children why it is important to wipe up any liquid on the floor, so that they do not slip. High priority is given to promoting children's physical development, as they are provided with access to as much outdoor play as possible and daily fresh air. Children develop their large and small muscle skills, as they ride bikes and scooters, take their baby for a walk and jump and climb on soft play equipment. Excellent links with the local school and practitioners at the nursery mean that children's move on to school is supported exceptionally well. Teachers visit children in the nursery environment which helps children to become acquainted with them. In addition, children also go on visits to their new school with their key person. This helps to develop children's social skills particularly well and teaches them to interact with others, so they are ready emotionally for the wider social environment of school.

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

All practitioners have a very good understanding of their responsibilities to keep children safe. Strong links with other professionals and support services mean that children are very well protected, and any concerns are recorded and rigorously monitored. All staff have completed safeguarding training. In addition, the head of centre attends the termly safeguarding forum meetings, which provides leaders of provisions with up to date changes or improvement in local safeguarding procedures. Therefore, safeguarding policies and procedures are comprehensive and reviewed regularly, to ensure that all practitioners have the most current up-to-date guidance and practice. Consequently, children are fully safeguarded. The premises are particularly secure, as all visitors enter through the main reception area, which is accessed through a buzzer system. Furthermore, all internal doors are accessed through combination locks. This means that children are protected from unauthorised visitors and cannot leave the premises unsupervised. Robust recruitment procedures are in place. The nursery uses a single central record database to log all safer recruitment checks. These include identification, qualifications and Disclosure and Barring Service checks. This helps to ensure that all the necessary audits have been carried out, to make sure that practitioners are safe and suitable to work with children. Daily registers are regularly examined to enable practitioners to pick up on prolonged or unusual absences. These are followed up with phone calls to parents and any concerns are signposted to other professionals. As a result, children's welfare and safety is very well protected.

The management team have developed a comprehensive tracking system which highlights progress of individual learners across the Early Years Foundation Stage and also analyses data at cohort level. Consequently, assessments show that most children achieve their age-related expectations and some achieve beyond this. Furthermore, the achievement gap between those children accessing the two year early education funding and other children has narrowed significantly. This demonstrates that access to good quality early learning is raising attainment for all children. There is a strong commitment towards practitioner's continual professional development, which includes a rolling programme of first aid, safeguarding and food safety training. This means practitioners keep these vital skills and their qualifications regularly updated. In addition, the management team provide regular training opportunities throughout the year delivered through inset days and staff meetings. Annual appraisals, half yearly reviews and interim well-being meetings ensure practitioners have the opportunity to voice concerns and views on practice. The manager regularly works alongside practitioners to monitor and evaluate their quality of teaching. However, opportunities to help practitioners reflect on each other's practice and build on the already good teaching that takes place are not maximised, for example, by introducing peer observations.

The nursery benefits from a dedicated management team and group of practitioners who are all enthusiastic about their role. They demonstrate their commitment and continuous drive for improvement through their honest self-evaluation systems and clear action plans. Several quality improvement programmes have been implemented by the nursery to evaluate the quality of the provision and drive improvement forward. This has resulted in the nursery being awarded with Early Years Quality Mark and Quality in Action by the local authority. The nursery is proactive in ensuring that the views of parents, children, practitioners and other users are listened to and acted upon. Therefore, they use a range of techniques, such as, suggestion boxes, questionnaires, consultations and day to day

verbal communication. Consequently, in light of feedback from parents, inset days now take place on a Monday to coincide with schools in the nursery's area. Good positive relationships have been established with parents and they speak highly of all practitioners and the management team. Parents send thank you cards expressing their gratitude to all practitioners for their contribution towards their child becoming a strong and confident individual. Working in partnership with other professionals and agencies is a key strength of the nursery. Strong links with colleagues in health, portage, family support workers and the local authority inclusion team, ensures there is a continuity of care and learning that supports children's individual needs.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY475712
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	966222
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	27
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Rotherham Metropolitan Borough Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01709 855254

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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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