

# Rainbow Club

Lionel Primary School, Lionel Road North, Brentford, Middlesex, TW8 9QT

<b>Inspection date</b>	10/10/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff use appropriate strategies to promote positive behaviour, which helps children to behave appropriately.
- Staff promote the children's skills in communication and language well. This enables children of all ages and abilities to make progress.
- Staff are friendly and interact warmly with children. They use positive strategies to help settle children in so they feel safe and develop secure emotional bonds with staff.
- Staff provide a stimulating and well-resourced learning environment to support children's developing skills in choice, decision making and cooperation.

### It is not yet good because

- Staff who work with younger children do not have high expectations of them and do not consistently plan challenging activities that help this group of children to make good progress.
- The staff do not use consistent monitoring and assessment systems to identify children's next steps for learning, particularly for children with additional needs, to help them to move on to their next steps in 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.

## Inspection activities

- The inspector observed children and staff's interaction with them in all the main play areas of the nursery, including the outside areas.
- The inspector spoke to children, staff and parents during the inspection.  
The inspector discussed leadership and management with the management team
- and carried out small joint observations and discussions throughout the inspection regarding staff support, supervision and practice with the playgroup leader.
- The inspector sampled a range of documentation, including the safeguarding policy, evidence of staff's suitability, risk assessments and accident and medication records.

## Inspector

Jacqueline Walter

## Full report

### Information about the setting

Rainbow Club registered in 2005. It is run by the governing body of Lionel Primary School and provides childcare for children aged from birth to two years, which is known as Little Lions Crche, and for children aged from two years to four years, which is known as Little Lions Playgroup. Some of the children attending the playgroup provision also attend the school nursery. The setting is located in two areas within the school premises, which is situated in Brentford, Middlesex in the London Borough of Hounslow, and serves the local community. The setting operates from 8:15am to 3.45pm, Monday to Friday, during the school term time. Children may attend on a full-time or part-time basis. Children in each room have access to an enclosed outside play area.

The setting is registered on the Early Years Register. There are currently 39 children on roll in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two-years-old. The setting supports children who are learning to speak English as an additional language, and children with special educational needs and/or disabilities.

The setting employs seven members of staff. Of these, six members of staff, including the manager hold appropriate early years qualifications. Four staff are qualified at level 3, two are qualified at level 2 and one member of staff is qualified at level 1. The school's head teacher oversees the management of the setting.

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

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

- raise the quality of teaching by having high expectations of all children, and by planning suitably challenging activities that particularly help the younger children move on to their next stage in their learning
- ensure assessment systems are consistent enough to identify children's next steps, particularly for individuals or groups of children who need additional support so they are effectively supported to move on in their learning.

### Inspection judgements

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

Staff demonstrate a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use this knowledge to help children to make suitable progress towards the early learning goals. This helps the children prepare for

school and their future learning. Children enjoy practising physical skills during a variety of activities to extend their capabilities. For example, older children enjoy using the climbing apparatus and slide in the outside area. Young children also enjoy using spoons and containers to fill, mix and explore the sand. This helps them to learn to coordinate their smaller muscle movements. Staff help children to increase their understanding of the world around them. During the inspection, staff who work with younger children actively drew their attention to the leaves that fell to the ground and demonstrated how they twirl. The older children enjoy first-hand experiences of growing plants and vegetables to learn about where food comes from. Children enjoy exploring musical instruments and joining in with action rhymes and songs. Activities such as these help children to develop their imagination and represent their own thoughts and ideas creatively, in addition to developing their physical skills.

The quality of teaching is generally appropriate. Staff encourage and involve children in activities such as tidying their toys away. This helps children to develop positive relationships and work collectively with their friends. The staff position themselves at the children's level and consolidate young children's growing vocabulary well, by talking about what is happening and naming resources. This helps children to develop their conversational skills. Staff invite children to sing songs that involve numbers to teach them to count through play. With older children the staff ask relevant open-ended questions about the story time books. This encourages the children to focus and develop their skills in critical thinking. Staff also support the children's communication skills through the use of sign language, which is particularly beneficial to the younger children.

Staff use the information they gather from their observations to plan and provide activities to help children make adequate progress. They identify children's starting points for learning through conversations with parents, in addition to doing their own observations. Staff identify children's achievements and their next steps in learning. Staff use this information to plan activities that help to meet the children's individual learning needs and interests. However, the assessment of some children's development is not always regular and staff do not clearly identify each child's next steps in learning. Therefore some planning is not fully effective and often does not offer the children challenging and interesting experiences that fully meet their learning needs. For example, some children in the under two provision spend long periods aimlessly walking about or watching the older children's provision in another area. At times, some of the children demonstrate inappropriate behaviour such as throwing sand in the air. Consequently staff spend time in a supervisory role, rather than supporting children in exploring the materials through their senses to build on their learning.

Parents are appropriately involved in their children's learning. Staff regularly share information regarding the children's care, achievements and how learning can be supported at home appropriately. The staff work collaboratively with some parents to support their child's particular developmental needs to narrow potential achievement gaps in readiness for school. Staff offer appropriate support to children who have special educational needs and/or disabilities. They liaise with other agencies to create individual plans to support the children's specific care and education needs.

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

There is an effective key-person system in place. This provides continuity and consistency of care for the children to support their well-being. Staff implement appropriate strategies to help them to settle new children. For example, they welcome parents into the setting to participate in settling-in visits and discuss information about the children's interests and routines at home. This enables staff to have a detailed understanding of children's individual needs. Children are happy, settled and display suitable levels of confidence and self-esteem. For example, older children confidently inform staff of their needs, including whether they would like milk to drink or water. Younger children enjoy snuggling up on the staff's laps to read story books.

The learning environment is child friendly and well resourced both inside and outside the premises. Children are able to easily access resources to make their own decisions about what they do and play with. Staff organise space and resources well in all areas to meet children's needs, promote play and decision-making skills. For example, some resources are labelled with photographs and words to help the children to develop their literacy skills and choose what they wish to play with. Children also have opportunities to choose from a selection of resources that reflect positive images of diversity. For example, the provision of books and role-play equipment enables children to be aware of and value differences in the world around them.

Staff use positive strategies to promote children's behaviour. Children benefit from plenty of praise and encouragement to promote their self-esteem. Staff successfully build children's skills in co-operating with others. For example, with younger children they actively show them how to help tidy their toys away so they can all go outside. Staff take time with older children to explain about the importance of sharing and the expected behaviour when in group activities. These strategies effectively promote the children's self-confidence and sense of responsibility.

Children have access to healthy, well-balanced meals that meet their dietary needs. Staff are supporting children's growing understanding of a healthy lifestyle well. For example, older children grow and sample a range of vegetables and enjoy making fruit salads. Children develop some independence in their self-care skills. For example, staff discuss with the older children why they need to clean their hands before meal times, and about the importance of eating healthy food. The staff also encourage young babies to eat finger foods by themselves to support their physical development.

Staff help children prepare for moves within the setting and into their new school nursery, so they feel happy and secure. For example, younger children regularly enjoy activities, such as meal and story times in the older children's room. They are also able to participate in visits to their new rooms before they move in. Older children who are moving to the school nursery regularly share their outdoor area with nursery children. This allows them to meet their new teachers and observe some of the activities and routines of their new school friends. This helps children gain confidence and familiarity with new staff and each other.

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

The management team has a sound understanding of their responsibilities in meeting the learning and development requirements overall. However, there are weaknesses in the assessment and planning of activities and routines. This means staff do not effectively plan or provide challenging and interesting experiences that fully meet all children's developmental needs.

Staff's knowledge and understanding of implementing the safeguarding and welfare requirements of the Early Years Foundation Stage is also sound. Arrangements for safeguarding children are effective. Staff and management have a secure knowledge of the procedures to follow when child protection concerns are raised with children or adults. Staff conduct and regularly review risk assessments to help to ensure that children can play and learn in safety. Staff are vigilant in ensuring safety doors are closed and have coded locks fitted on the main exit door. Visitors also have to record their times of arrival and departure when visiting the setting. Staff and management meet the required adult-to-child ratios. Staff deployment is appropriate and children are within sight and hearing of staff at all times so each child remains protected and safe.

The leadership team uses robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. For example, the management takes up written references and obtains enhanced Disclosure and Barring Service checks for each member of staff. This helps to make certain that staff are suitable to work with children. Any staff who have not had all checks completed are not left alone with children at any time. This means the management takes appropriate steps to safeguard children's welfare.

The leadership and management team has generally effective systems to evaluate their provision and practice. These help them to inform the setting's priorities and drive improvement. The management team completes regular self-evaluation using the 'Time for Reflection' guidance and sets targets for improvement in the outcomes for children. For example, they have identified the need to update policies, procedures and training in line with the Special Educational Needs and Disabilities Code of Practice. Consequently, the management team supports staff to attend further training in this and are in the process of complying with other aspects of the requirements. In addition to this, the management team works successfully with the local authority advisory worker and is currently improving their informal systems for the regular supervision of staff. Although this is yet to be fully embedded it provides suitable opportunities for staff to discuss any issues concerning children's development or well-being. Regular staff appraisals enable managers and staff to successfully identify areas for professional development to improve the quality of the provision. For example, staff attended additional training in story telling, music and nursery rhymes. This has resulted in the staff working with smaller groups of children and the use of more props such as puppets. Consequently children's attention and communication skills have improved. The manager carries out some observations of staff, monitoring their strengths and identifying areas for enhancing their practice.

However, there is some confusion as to whose responsibility it is to monitor some of the staff's practice regarding the care for the younger children. This means that monitoring systems are not consistent enough to identify individuals or groups of children who need additional support. This has an impact on how effectively staff support every child to make progress and move on to their next steps in learning.

The leadership values parents' views and contributions, and takes account of them to help drive improvement in their partnership working and care of the children. For example, as a result of parents confirming that children in the setting rarely have pets at home the staff have introduced rabbits into the setting. This means that all children can now enjoy the experience of caring for animals and developing their understanding of the natural world. Staff also make use of links with other agencies to promote areas of learning with the children. They arrange for parents and the children to enjoy first-hand experiences of interacting and observing animals that an outside company brings into the school.

## 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>	EY307749
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	827941
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	21
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Lionel Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 560 5323

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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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