

The Rainbow Childrens Centre



Stow Heath Primary School, Vaughan Road, Willenhall, West Midlands, WV13 3UD

Inspection date	6 January 2016
Previous inspection date	23 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders know the setting's strengths. Their shared ambition and understanding of what more they need to do to improve provision is a driving force behind recent success.
- Weaknesses in teaching and assessment identified at the previous inspection have been overcome. The quality of teaching has improved consistently over the year and is now good.
- Effective self-evaluation and action planning have resulted in positive improvements in children's learning experiences. Increasing numbers of children achieve a good level of development and most make good progress from the time they start attending the nursery.
- Strong partnership working with the adjoining school and health professionals ensures that information about individual children and families is shared. Effective support is provided to children and families in times of difficulty to secure their welfare.
- Effective use of early education funding is helping to improve outcomes for the most disadvantaged children.

It is not yet outstanding because:

- The recent changes to the quality assurance and monitoring processes are understood by leaders and staff but are not yet fully embedded in practice.
- On occasions, staff's questioning does not support or enhance childrens learning and understanding.

What the setting needs to do to improve further

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

- improve the quality of teaching further by fully embedding in leader's practice the revised quality assurance and monitoring programme
- support children's learning further by ensuring that staff make better use of questioning to enhance children's knowledge and understanding.

Inspection activities

- The inspector reviewed the improvements that leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journals and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the nursery and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the security of the premises and how effectively the provider has identified and taken steps to minimise any potential risks.

Inspector

Deborah Jane Udakis

Inspection findings

Effectiveness of the leadership and management is good

Leaders are enthusiastic and driven to make improvements. They have successfully raised expectations of performance. Senior leaders are well qualified and experienced. They skilfully support and enhance staff's practice using an effective programme of professional development and supervision. The arrangements to safeguard children are effective. Staff's prime responsibility is the welfare and well-being of all children. They create an environment in which children are safe from harm and any suspicion of abuse is promptly and appropriately reported.

Quality of teaching, learning and assessment is good

Carefully planned and enjoyable activities ensure each child makes progress in their learning. Most children start with skills and abilities below those typical for their age. They make good progress and in most cases they catch up with their peers. Good quality observation, assessment and planning for individual children support their learning. Leaders closely monitor the progress of individuals and groups of children. Any gaps in their learning are quickly identified and acted on. Parents are valued as their child's prime educator and communication between staff and parents is good. Staff engage in children's play and help them to make sense of their learning. Children learn mathematical language such as half, halves, and whole. They concentrate and show good skill as they use scissors to cut vegetables into a set number of pieces. Staff reinforce the safe use of tools and children respond positively to their advice. Joint working with the adjoining school supports children's seamless transition from nursery to school.

Personal development, behaviour and welfare are good

Children learn the essentials of becoming respectful and caring individuals. They show concern for others, treat each other with kindness and behave well. Security arrangements are good and all visitors are thoroughly vetted. The nursery is inclusive. Staff work hard to assist all children and families, and to ensure their individual needs are met. Those children identified as being in greatest need are well supported. Leaders and staff help families to raise their aspirations and they offer new experiences for families to enjoy together. Good quality support for disadvantaged two-year-old children is reaping benefits as they improve their speaking and listening skills. The care of babies is loving and consistent. For instance, staff hold babies close to their bodies while feeding. They maintain eye contact and talk to the baby using soothing spoken words.

Outcomes for children are good

Children are motivated and eager learners. The older children listen to adults and follow their instructions. They are increasingly well prepared emotionally for school. All children relish their time during outdoor play. They throw lightweight balls and chase them around the area. They ride tricycles and scooters and learn to carefully manoeuvre around other children and adults. They are increasingly physically competent. The older children run around, jump with feet together and hop on one foot. For some children, this is their first time in a day care setting away from their parents. These children receive lots of cuddles

and attention from staff to support them to settle and engage in activities. Consequently, most children settle quickly in the care of trusted staff.

Setting details

Unique reference number	EY337221
Local authority	Wolverhampton
Inspection number	1027224
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	49
Number of children on roll	62
Name of provider	The Governing Body Of Stow Heath Infant School
Date of previous inspection	23 January 2015
Telephone number	01902 550733

The Rainbow Childrens Centre Nursery first registered in 2006. It operates from a purpose-built unit within the grounds of Stow Heath Primary School. The nursery is open each weekday from 8am until 6pm all year round, excluding public holidays. The nursery receives funding for free early years education for children aged two years. The nursery employs a total of 11 childcare staff. Of these, 1 has Early years Professional Status, 1 is qualified to level 5 in leadership, 8 hold appropriate early years qualifications to level 3, and 1 is qualified to level two. The nursery supports children with disabilities and special educational needs and those who are new to English.

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