

# Rainbow Club

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



<b>Inspection date</b>	23 March 2016
Previous inspection date	10 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 and managers have taken effective steps to tackle areas for improvement identified at the last inspection. They have focussed well on helping staff to improve the accuracy of their assessments and identify what children need to do next in their learning to help all make good progress.
- Adults promote children's language and communication skills well during small language sessions. Children 'knock on the box' and select an object relating to a favourite song. They take turns, listen to one another and talk about their chosen object. Children practise their skills for speaking during their play with friends.
- Children know the routine well and understand what is going to happen next. Older children remind the younger ones that when the bell rings it is time for a story. Adults use visual cues effectively to help the youngest children and those who speak English as an additional language to recognise when there is a change in routine.
- Children in Little Lions are well equipped with the skills they need to be ready for the next stage in their learning. Parents say adults support their children extremely well when it is time to move on to nursery, which helps children to settle quickly.

### It is not yet outstanding because:

- Adults do not always consider how some resources, such as those children choose for themselves, can be used to support and enhance learning further.
- Adults are not always used effectively during lunchtime. This means opportunities to promote positive interaction and enhance children's independence skills are missed.

## What the setting needs to do to improve further

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

- consider the appropriateness of some resources and activities in promoting and supporting children's learning and stage of development, this includes resources children choose for themselves
- review the lunchtime routine so mealtimes are seen as a time to maximise positive interaction and further develop children's independence skills.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke with staff and children at appropriate times during the day. She held discussions with the manager, the headteacher and the early years leader of the school.
- The inspector carried out joint observations with the manager.
- The inspector took account of views of the parents she spoke with on the day of inspection.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Wendy Ratcliff HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Adults have a good understanding of what to do if they have a concern about a child, including if a child stops attending. They make sure they assess the risks for the youngest children and provide one to one support so they stay safe when they join in activities with the older children. The manager observes teaching regularly and helps adults to identify what needs to improve. Recent 'Let's talk together' training is having a positive impact on children's outcomes. Adults listen to what children say, make commentary as they play and ask questions to extend learning. Parents feel involved in their child's learning, particularly when extra support is needed. They share reports from speech therapists so together they can use different strategies to support children further.

### Quality of teaching, learning and assessment is good

Adults use children's 'next steps' to plan a wide range of interesting activities. They ask children for their ideas. Children decide to make the role play area into a forest for Goldilocks and the bears. They enthusiastically retell familiar stories using props in story sacks. There is great delight when the missing 'peacock' is found in time for story time. However, adults do not always check some resources are complete and consider what children will gain from their use. For example, children select a box of fashion dolls but soon lose interest as some items are broken. Adults support children's play outside well. Children make firm friendships, for example, boys cooperate well when they work out how to balance and move across the tyres.

### Personal development, behaviour and welfare are good

Adults find out what children know and can do already when they first start. Children form secure relationships with adults. Younger children use their senses as they explore the texture and feel of cooked spaghetti. They shake their hands when the spaghetti sticks to their fingers. Adults support this play well and encourage children to 'babble' and use single words. Children turn to adults with their arms up to let them know they have finished their play. Adults provide clear explanations of what is expected. Children learn to work and play alongside each other. They let their friends know when they do not like a particular behaviour. For example, children tell their friends they do not like having a hand placed too close to their face. Adults reinforce this well. However, adults are not always deployed effectively at lunchtime. They are not on hand to make the most of learning opportunities and good behaviour is at risk of deteriorating. On the day of inspection some children waited too long for their food.

### Outcomes for children are good

Children make good progress in their learning from their varied starting points and gain skills they need to move on. They control the mouse as they use the computer to draw shapes. Children put on their own coats as they get ready to go outside. They show care and concern for other living things and eagerly make checks on 'Lionel the rabbit'. Leaders and managers have developed an effective tracking system to help them keep a close check on those who need additional support in their learning. Adults focus well on helping some children who need extra help with their social skills to catch up with their friends.

## Setting details

<b>Unique reference number</b>	EY307749
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	1017435
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	21
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Lionel Primary School Governing Body
<b>Date of previous inspection</b>	10 October 2014
<b>Telephone number</b>	0208 560 5323

Rainbow Club registered in 2005 and is run by the governing body of Lionel Primary School. Little Lions Crèche and Playgroup provides places for children aged from birth to four years. Some of the children attending the school nursery attend the playgroup for wrap-around provision. The school is subject to separate inspection arrangements. The inspection report for the school can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk). The setting operates from 8:15am to 3.45pm, Monday to Friday, during term time. Children have access to an enclosed outside play area. The setting is in receipt of funding for the provision of free early education for children aged two years. It supports children with special educational needs and/or a disability and those who speak English as an additional language. It employs seven members of staff. All staff, including the manager hold appropriate early years qualifications. In total, five staff are qualified to level 3. The head teacher oversees the management of the setting.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

