

# The New Rainbow House Kindergarten

113 Victoria Road East, Thornton-Cleveleys, Lancashire, FY5 5HQ



## Inspection date

25 April 2016

Previous inspection date

6 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff are deployed effectively throughout the day and have a secure awareness of how to keep children safe and ensure their welfare. Thorough recruitment and induction procedures ensure that staff are suitable to work with children.
- Staff work closely with parents to gather detailed information about the achievements and progress that individual children make. They use this to inform planning to promote children's needs and interests at the kindergarten and at home.
- Staff know the children well and establish close and respectful relationships. They use the daily routine to effectively promote children's health and their self-care and independence skills. Children are inquisitive and eager to participate in activities and are confident in expressing their own thoughts and ideas.
- All children are developing the skills and attitudes that help prepare them for school. They are eager and motivated to play and explore and tackle new experiences with interest and curiosity.

### It is not yet outstanding because:

- The programme of professional development and staff supervision is not always highly targeted to ensure that children are consistently provided with the highest level of teaching possible.
- On occasion, staff do not promptly identify and support those children who are not highly engaged and challenged in their play and learning.

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

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

- enhance the programme of staff supervision and ongoing professional development to further improve the high quality of teaching and learning across the kindergarten
- enhance opportunities that ensure all children are highly engaged, enthused and motivated to play and learn, particularly during busy periods, such as arrival times.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the provision. She looked at a range of other documentation, including policies and procedures and the kindergarten's self-evaluation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the deputy manager and provider.

### **Inspector**

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures that staff-to-child ratios are maintained at all times. Comprehensive risk assessments effectively ensure that the environment is safe and suitable and any accidents are dealt with appropriately. Children are supervised well to help keep them safe and secure and their needs are well met. Staff know the appropriate procedures to follow should they have concerns about the safety or welfare of a child. The views of children, parents and staff are sought to help set priorities. These are used to enhance the quality of the provision and drive improvements. All staff hold a relevant childcare qualification and attend some training courses. Overall, this has a positive impact on the good quality of the nursery. Partnership working with parents and other professionals is strong. Additional funding is used effectively to improve outcomes for children.

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

Staff promote children's communication and language well in a variety of ways. For example, babies enjoy listening to the nursery rhymes and explore the different sounds the musical instruments make. Staff provide a running commentary and copy and repeat babies' utterances. Staff use role play and fun water activities to encourage older children to talk about their experiences. They ask questions and introduce children to new vocabulary. Children enjoy participating in a range of activities to promote their early mathematics and literacy skills. They enjoy learning how to write their name in the soap suds and counting for a purpose. Children of all ages are motivated and enthusiastic learners and are confident to try new things. They show awe and wonder as they learn about life cycles and the world around them.

### Personal development, behaviour and welfare are good

Parents share regular information with staff to help them provide consistency in children's interests, care needs and routines. This helps children to settle in easily most of the time. Staff are good role models and provide children with clear explanations of expectations. Children make friends easily, play cooperatively and behave well. Staff promote effective hygiene routines and provide children with healthy and nutritious food. Children show a growing understanding of the reasons for eating healthily and how to keep themselves safe. They show a sense of belonging as they access resources independently. Children's physical and emotional well-being is promoted well. They thoroughly enjoy playing energetically using a range of resources and equipment.

### Outcomes for children are good

All children are making good progress from their starting points. This includes children who have special educational needs or disability and those who speak English as an additional language. Gaps identified in children's progress are closing rapidly. Children are active and independent learners who have an eager disposition towards learning. They are keen to celebrate their achievements with others and develop a growing confidence in their own abilities. Children are well prepared for future learning and the move on to school.

## Setting details

<b>Unique reference number</b>	EY290821
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1048311
<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 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Jane Anne Harrison
<b>Date of previous inspection</b>	6 August 2013
<b>Telephone number</b>	01253 862027

The New Rainbow House Kindergarten was registered in 2004. The kindergarten employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 2, including ten who hold a qualification at level 3, one at level 4 and one at level 5. The kindergarten opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs or disability and those who speak English as an additional language.

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