

Rainbow Kindergarten

Atherton Way, Ancholme Business Park, Brigg, North Lincolnshire, DN20 8AR



Inspection date

20 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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		Not applicable	

Summary of key findings for parents

This provision is good

- The manager and provider gather information from staff, parents and children to help them evaluate the quality of the club. Recent changes have improved the range of equipment to support children who have special educational needs or disability.
- The manager and staff have developed very strong partnerships with the on-site school. They talk to teachers about what children are learning and complement this in the club, building further on the skills children learn.
- The quality of interactions between staff and children is good and, in some cases, outstanding. Staff provide a wide range of resources to support children's interests. Children choose what they would like to play with and decide whether to play indoors or outdoors.
- Staff speak to parents daily and share information about the activities that children have enjoyed.
- Staff are good role models for the children. They create an environment that is relaxed and fun where each child is respected and valued.

It is not yet outstanding because:

- Professional development opportunities focus on training to help staff to keep children safe, while overlooking raising the quality of all staff's interactions with children to the highest level.
- Staff do not provide as many opportunities for children who speak English as an additional language to form a strong sense of belonging in the club.

What the setting needs to do to improve further

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

- strengthen the system for continual professional development, so that it is focused more precisely on raising the quality of all staff's interactions with children to an outstanding level
- develop ways to enhance children's sense of belonging in the club, particularly for children who speak English as an additional language.

Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector completed a joint observation with the club's manager.
- The inspector held a meeting with the club's manager and provider.
- The inspector looked at relevant documentation, such as the club's policies and procedures, staff training certificates and evidence of the suitability of staff working in the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff have received child protection training. They are aware of where to report any concerns they may have about children's welfare. Staff complete daily checks of the environment indoors and outdoors before children arrive and remove any hazards. Safety measures are in place when visitors arrive and when people collect children at the end of the day. For example, passwords are used to ensure only suitable people collect children. Arrangements for the recruitment and vetting of new staff are robust. Supervision meetings are conducted regularly to assess staff performance. Parents give feedback regularly on the service they receive and say that their children settle very well because they already know staff who work at the on-site school. Staff know the children very well and help children to feel emotionally secure.

Quality of teaching, learning and assessment is good

Staff gather children's views during their play and at snack times. They use this information to plan and provide a good range of resources and experiences. Children develop a positive attitude to learning. Staff use a variety of questioning techniques to help children to persevere with activities. They talk to children about their own families and ask them about how many family members they have. Children learn about differences and similarities. Staff ask children questions, helping them to add eyes, nose and a mouth to their family drawings. Children take great pride in showing staff their artwork and they praise them for their achievements. This boosts children's self-esteem and confidence. Children develop their physical skills outside. They spin hoops around their bodies and bounce balls to one another. This helps children to learn to take turns and play cooperatively together. Children develop their balance as they ride on scooters and negotiate the space available. Children flourish in role play experiences. They recall favourite fairy stories to staff and dress in costumes to be super heroes. Staff help children with their mathematical skills. They ask them to count the number of children in the club and to recalculate when more children arrive.

Personal development, behaviour and welfare are good

Staff ensure children's individual needs are well met. They ask parents for information about children's medical and dietary needs and ensure that all staff are aware of these. Children are confident in their environment. They form strong relationships with staff and other children. Staff know the children very well because they work alongside children in their teaching assistant roles in the on-site school. They provide clear and consistent boundaries and reinforce positive behaviour. For example, they remind children to share and take turns. Staff help children to develop good personal hygiene routines and ensure that they wash their hands prior to eating. They provide them with a healthy breakfast and light tea. Staff give children a wide choice of foods available and children choose what they would like to eat. Children develop their independence as they serve themselves, try different foods and learn about portion sizes. Older children are given responsibilities in the club and help to set out plates and cups and to wash the dirty pots.

Setting details

Unique reference number	EY482923
Local authority	North Lincolnshire
Inspection number	995120
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	25
Number of children on roll	72
Name of registered person	Rainbow Kindergarten Limited
Registered person unique reference number	RP529617
Date of previous inspection	Not applicable
Telephone number	01652 660362

Rainbow Kindergarten was registered in 2014. The club employs five members of childcare staff. All hold teaching assistant qualifications at level 2 or above. The club opens from Monday to Friday during term time. Sessions are from 7.45am until 8.50am and 3.25pm until 5.30pm. It supports children who have special educational needs or disability and children who speak English as an additional language.

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