

Inspection of The New Rainbow House Kindergarten

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

Inspection date: 11 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The dedicated manager and supportive provider have a shared vision for the setting. They work alongside the long serving staff team to provide children and their families with a good-quality service. A strong emphasis is placed on ensuring that all children can receive their full entitlement to early years funding and education. Partnership working with parents and other professionals involved in children's care and education are embedded. This strongly contributes to the good progress children make. Children thrive and are confident and keen learners who develop the skills needed to be ready for future learning and school. Extra curricular activities, such as Spanish lessons and music classes, are implemented well and used to enhance children's overall learning.

Children arrive in high spirits, ready to learn. They have strong bonds with their key person and enjoy spending time with them. Staff are good role models. They use consistent, age-appropriate strategies for behaviour. As a result, all children behave well given their different ages and stages of development. Children are well supported by the staff as they move between rooms within the setting and on to school.

The staff team have worked hard to address recommendations from the previous inspection. Individualised training is used well to help staff deepen their professional knowledge. This has led to some beneficial reflection on practice. For example, enhancements outdoors, such as tyres and crates, have been introduced to extend children's creativity and critical thinking. Additionally, these have had a positive impact on the involvement and learning of boys outdoors. Staff report they are very happy and feel supported in their work.

What does the early years setting do well and what does it need to do better?

- Staff know the children very well and provide a balanced curriculum that meets the needs of the children who attend. Staff plan fun and exciting activities. Overall, these support children to achieve the next steps in their learning. These, along with close monitoring of the educational programmes by the manager, ensure all children make consistently good progress from their unique starting points.
- Staff use educational themes, such as Valentine's Day, cultural celebrations and children's experiences from home, to enhance the learning environments. These provide opportunities for children to learn about each other and the wider world. However, reflective practice is not robust enough to ensure that the learning environments are meticulously maintained and thoughtfully resourced. As a result, there are fewer opportunities for children to extend their play and enhance their developing skills across all areas of learning.

- Staff support children's language and speaking skills well. Staff constantly narrate as they play with babies. They model language and further babies' understanding as they sing their favourite action songs. Older children confidently join in their favourite stories. They predict what might happen next, confidently recall their favourite parts and discuss the characters. Staff ask a range of questions during play to promote children's critical thinking. For example, children use positional language, such as side to side, up and down, as they work out how to complete different jigsaws and construct models using 'junk' materials.
- Staff weave mathematical concepts through all aspects of children's play. Children count out how many plates they need as they set the table. In addition, they talk confidently about colours and shapes within the environment. Older children self-assuredly take part in matching and sorting games. Toddlers count out scoops of sand and water and babies enjoy building with stacking cups and blocks.
- Overall, staff are well supported by leaders. There are effective systems in place to help them manage their work load. Staff access an online training tool that supports their continuous professional development. Additionally, they receive regular supervision from the manager and provider. However, this does not yet include enough precise and sharply focused feedback on the quality of their interactions with the children. This means, at times, children are not supported to remain highly engaged and extend their learning to the highest levels.
- Partnerships with parents and other professionals are a real strength of the setting. Staff are meticulous in their efforts to ensure children who require additional support swiftly receive the correct level of help they need to succeed. Parents receive regular progress updates and are provided with activities that support children's learning at home. Parents say, 'I am overwhelmed with the support from staff and the progress my child has made'. When care is shared with other providers, staff communicate well and share information. This joined-up approach supports children to make consistently good progress.
- Children are provided with healthy and nutritious meals and snacks. Staff encourage children to be independent and develop their self-help skills. For example, children confidently hang up their belongings and manage their own personal hygiene needs. Children play outdoors every day and visit places of interest within the local community.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a firm understanding of their roles and responsibilities to protect children. They have attended safeguarding training and receive regular updates from the manager. These help staff to stay fully informed about any legislative changes. Leaders and staff act quickly and responsibly when any concerns are raised. The setting is clean, safe and secure. There are effective plans in place to support children who have specific dietary and/or medical needs. Recruitment and vetting procedures are robustly implemented. This further ensures that all children

remain safe.

What does the setting need to do to improve?

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

- make better use of reflective practice, particularly in the learning environments, to ensure that children have consistent high-quality opportunities to develop a deeper knowledge across all areas of learning
- embed the revised systems for staff coaching and supervision, so staff receive more incisive feedback that supports them to gain a deeper knowledge of how children learn and apply this to their teaching practice to help children make even better progress.

Setting details

Unique reference number	EY290821
Local authority	Lancashire
Inspection number	10073432
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	66
Number of children on roll	72
Name of registered person	Harrison, Jane Anne
Registered person unique reference number	RP512890
Telephone number	01253 862027
Date of previous inspection	25 April 2016

Information about this early years setting

The New Rainbow House Kindergarten registered in 2004. The setting employs 13 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at levels 2 to 6. Two members of staff are unqualified. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Donna Birch

Inspection activities

- The manager and inspector completed a learning walk of the setting. They discussed how the setting is organised and the range of activities provided indoors and outside. The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The children and parents had discussions with the inspector, who sought their views on the setting.
- The inspector checked a sample of documents, including evidence of the suitability of staff and training.
- The inspector held regular meetings throughout the inspection, to keep the manager and provider updated.

We carried out this inspection 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.

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