

# Rainbow Childcare & Early Years Education Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	102852
<b>Inspection date</b>	14 November 2007
<b>Inspector</b>	Valerie Button
<b>Setting Address</b>	Elim Church, Seymour Avenue, Newquay, Cornwall, TR7 1BL
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<b>Registered person</b>	The Trustees of Newquay Christian Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Rainbow Child Care and Early Years Education Centre is a well-established group, managed by a committee of the Pastors and Christian Centre staff. The group is situated in the centre of Newquay at the Newquay Christian Centre where it has the use of rooms on the ground and first floor. The group offers full day care for up to 20 children aged from two to five years. It is open, during school term times, from 09.15 to 11.45 on Mondays and from 09.15 to 15.15 on Tuesdays, Wednesdays, Thursdays and Fridays. There are currently 30 children enrolled, 15 of whom are three- and four-year-olds in receipt of funding for their nursery education.

The group supports children with disabilities and learning difficulties. There are no children currently attending who have English as an additional language.

A staff of six regularly support the provision, with two other qualified staff who are available to cover any staff absence. The group's director has achieved Early Years Professional Status. There are also two other staff members who are qualified to level 3. The group receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health and welfare is safeguarded by staff who hold current first aid certificates, complete accurate accident records and meticulously note information about children's health and dietary needs. Children are encouraged to become independent in self-care skills, for example, hanging up their own coats and washing their hands in a bowl of water, drying their hands on paper towels. Whilst this is acceptable practice, following messy art activities, it is important that children have access to clean, warm water that has not been used by another child or adult before engaging in activities, such as cooking; and always before eating and after using the toilet, in order to minimise the risk of cross infection. Currently, water emanating from hot taps is too hot for comfortable use and this makes it more difficult to establish good hand-washing practices.

Children benefit from regular opportunities to exercise, both indoors and out. Children enjoy well-led, 'whole group', large physical activities, such as dance and movement. They also have excellent opportunities to practise their skills, at their own pace, during the free play sessions. Staff meticulously record the development of children's physical skills. The planning and provision of many excellent activities, for example, exceptionally well-presented water tray activities and creative areas, support the development of children's hand control and coordination, as well as excellent teaching in this area, ensures that children's physical development is extremely well supported.

Children enjoy their snacks. Drinks are available at snack time and throughout the sessions. They enjoy a breadstick, cheese and a selection of fruit, for example, having recently recorded their 'favourite fruits' in a mathematical development activity. When children meet together at the snack table, they enjoy a sociable occasion, with opportunities to converse and recognise their names, for example.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a welcoming, bright, attractively presented setting. They enjoy using excellent resources, which are well-presented and safe for their use. Children are taught excellent safe practices for their use of the premises; for example, they have marked areas to line up on before carefully descending the stairs, where they know that 'The Hungry Caterpillar' is watching them and says 'hold the rail'. Safety gates are used to prevent children's unsupervised access to the stairs and kitchen areas. Children regularly practise the emergency evacuation procedure, in order to enable them to become familiar with it. They have practised this from both levels of the building. Risk assessments are carried out weekly and there is a daily checklist to ensure areas are safe for children to use. The security of the premises inside is very effective. Doors are kept locked; entry to the premises is monitored and there are excellent, efficient systems to record the presence of children, staff and visitors. Outdoors, children play safely, because they are diligently supervised by the staff. However, the outside of premises is not sufficiently secure to ensure that children are unable to leave them unsupervised. The gates have low level fastenings; some are very difficult for children to open, but the side gate leads to a side alley where some hazardous items are present and where children would be out of sight of staff.

Staff are very aware of their responsibilities in safeguarding children. Some staff have attended additional training on child protection procedures and the policy has recently been updated.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

All children have a wonderful time in the setting. Young children play and learn happily; sometimes under three-year-olds play separately and sometimes alongside their older playmates. Staff have a secure and thorough understanding of the Birth to three matters framework and use it very effectively to plan for children's individual progression. Young children become skilful communicators as they talk to staff and their friends. They extend their discoveries to become competent learners by connecting various puzzles and construction games. They are grouped appropriately and receive sensitive support from staff who provide them with interesting resources to match their specific interests.

#### **Nursery Education.**

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals. An excellent play environment is planned and prepared for the children. The staff team have a thorough understanding of the Foundation Stage and they use effective, considered teaching methods. Assessment records match children's attainments and identify next steps for their future progress. Relevant, helpful, observations are used to inform these assessments frequently and highly effective systems ensure that all the early learning goals receive excellent emphasis. Every child is appropriately challenged and supported in their learning. They have eager and enthusiastic dispositions to learning. Children enjoy exploring the sounds of letters. They respond to the staff's evident enthusiasm for helping them to make phonic sounds correctly. Many children recognise letters by sound and shape and make good attempts at writing their names. They are lively conversationalists and are eager to share their news. They enjoy listening to stories, 'Sammy Squirrel' is extremely effectively used to encourage children to listen carefully at story times. 'Beat Baby' emerges to assist with rhymes and singing. Children count, order and sort a variety of toys in their free play and are well supported by staff in developing their mathematical understanding. They are skilled in the use of the computer. They have enjoyed going on visits, for example, to the local greengrocer's, to enhance their topic work. Displays of work and photographs show many, excellent examples of the children's work. Children enjoy the process of being creative, exploring how paint flows and blends, or how charcoal and pastel crayons work. They create models and collages from various materials, and are able to make their free choices from a well-presented creative area. They develop imaginative role-play ideas and delight in dressing up. Children develop their small muscles effectively as they use a variety of construction materials.

### **Helping children make a positive contribution**

The provision is outstanding.

All children are warmly welcomed. Excellent record-keeping of the children's development and careful liaison with parents and carers means that children benefit enormously from the meticulous attention given to ensuring that their various individual needs are very well met. Any children with additional needs or learning disabilities are sensitively included in the group. Staff work together with other professionals to ensure that children's needs are consistently addressed. All children enjoy using sign language, for example, to indicate whether milk or water is their preferred drink at snack time. Children are at ease here because the staff's

management of their behaviour is exemplary. They receive plenty of praise for their efforts, as well as stickers or 'smiley faces'. Very careful explanations are given when, occasionally, young children find it more difficult to share resources. Whole group teaching times, such as the circle times, are used to reinforce concepts of 'right and wrong', turn-taking and consideration of others. Spiritual, moral, social and cultural development is very effectively fostered. The setting has a strong Christian ethos, saying prayers before eating and at the end of sessions. They are almost constantly engaged in initiatives to help less fortunate children; for example, they are currently filling shoe boxes for 'Operation Christmas Child' - children watched a meaningful, short video extract to show children receiving these. There is work with 'Pudsey Bear' for 'Children in Need' or fund-raising work for Dr Barnardo's. Exceptional work is done to encourage children to consider the needs of the less fortunate. There are excellent displays to show positive images of other countries and cultures, as well as good use of stories and songs.

The partnership with parents and carers is outstanding. The ethos of the group is that parents are the first and main educators of their young children. Parents and key workers together produce a 'settling in' plan for children, to ensure a smooth transition from home to school. Children are cared for in accordance with their parents' wishes and all consents are in place. There are excellent systems in place to keep parents informed, for example, current curriculum plans are on display, newsletters give information on weekly topics and children are encouraged to bring items from home to support current learning. Children's records of achievement are sent home at the end of each half-term so that parents can see them and add comments about their children's learning and development at home. Children further benefit from the very warm welcome that is extended to their parents and the daily informal discussions that take place between them and staff.

## **Organisation**

The organisation is good.

Children are cared for in a superbly organised setting, by sensitive, caring, responsive staff. All who work with the children are suitable to do so. Younger children benefit from the sensitive grouping and differentiation that takes place to ensure they are secure and comfortable alongside their older playmates. Children enjoy a wealth of stimulating, exciting and well presented activities that help them to progress in all areas. Effective briefings take place between staff throughout the sessions. This ensures that at all times, not only are children being supported appropriately, but staff remain clear about the aims of the activity. The setting is thoughtfully managed, for example, working well within their permitted registered numbers in order to consider children's individual needs. The setting meets the needs of the range of children for whom it provides. Organisation is efficient and enables the day to day running of the childcare facility to operate smoothly, with staff well aware of their roles and responsibilities. All documentation needed to underpin the children's care and welfare is efficiently organised.

The leadership and management of the Nursery Education is outstanding. An exceedingly proactive director of children's services leads and supports the team exceptionally well. She ensures that regular meetings and evaluations of the provision efficiently monitor the effectiveness of the programme. Staff are supported in their professional development and regularly attend training, for example, the director has achieved professional early years status and staff are attending training in the area of new developments in early years education. A highly reflective staff group makes excellent use of the evaluation format on plans to identify the success of these in achieving the desired learning outcomes. They provide excellent, caring role models for the children to follow.

## **Improvements since the last inspection**

There were no significant weaknesses to report at the last nursery inspection. The group was asked to further develop children's opportunities to independently access a wide range of resources to support their learning and encourage them to take initiative. The rooms are exceptionally well-presented to give children independent access to all resources, for example, the creative area is labelled to inform all that it is there to enable children 'to select activities and resources independently', in order 'to demonstrate a sense of pride in own achievements'. Children make extremely effective use of this area, using a wide range of materials and successfully joining them together unaided. They enjoy choosing the area of the room where their efforts are shown great value in displays. All other resources, from the computer, to role play materials and books, are all readily available and presented to children in ways that encourage their initiative and support their independence.

In terms of childcare, the setting was asked to ensure that more helpful detail was recorded about fire drills. This is particularly important in a setting which uses rooms both downstairs and upstairs. Details, for example, about the time taken to evacuate the premises, and practice of evacuation when some children are on both levels of the building, have improved the children's safety in an emergency situation.

Following recommendations from previous inspection food is now more appropriately stored and snack times provide more nutritional food for children to enjoy. Both these improvements support the children's health and welfare.

Finally the group was asked to develop documentation to provide a more appropriate system of recording and supporting the progress of children under the age of three. Parents are now asked to complete a 'settling-in plan', together with their child's key worker. Records are based on the Birth to three matters guidance. Several parents have made additional, helpful comments to support staff in their work with their children. Excellent, observational records document children's first days at the setting and their progress up to their third birthday. These improvements have enhanced children's first year at the centre.

## **Complaints since the last inspection**

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to improve hand-washing routines, so that children are able to wash their hands in clean water, that has not been used by another child or adult; ensure that water is maintained at a safe temperature for children to use
- improve the security of the outside play area to ensure that children are not able to leave the premises unsupervised.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)