

Rainbow Childcare & Early Years Education Centre

Inspection report for early years provision

Unique reference number	102852
Inspection date	28/02/2011
Inspector	Jayne Pascoe
Setting address	Elim Church, Seymour Avenue, Newquay, Cornwall, TR7 1BL
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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 was opened in 1991 and operates from the Newquay Christian Centre, in Newquay town, Cornwall, where it has the use of rooms on the ground and first floor. There are toilet facilities, a quiet room and the main play area on the first floor. A physical play area, office and kitchen are situated on the ground floor. The group operates during school term times, from 8.45am to 12.45pm on Mondays and from 8.45am to 3.15pm on Tuesdays, Wednesdays, Thursdays and Fridays. Children have use of an enclosed, secure play area to the front of the property.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the setting at any one time. There are currently 23 children on roll in the early years age group, some are in part-time places. Of these, 15 children aged from two to four years receive funding for nursery education. Some children also attend other early years settings. The setting supports children with special educational needs and/or disabilities and English as an additional language. There are five members of staff, one of whom is a qualified teacher who has achieved Early Years Professional Status. There is one member of staff who has a Foundation Degree in Early Childcare Education, one with NVQ Level 3 and one with NVQ Level 2. There is also one unqualified member of staff, who has just begun studying towards her NVQ Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage. They are committed to the principles which underpin this framework and have developed and implemented generally effective procedures to ensure that children's individual needs are met. Partnerships with parents are a key strength of this provision. Exceptionally good levels of information are shared with parents through a variety of appropriate methods. Staff also liaise effectively with other early years agencies, in order to keep up-to-date. As a result of their proactive attitude and use of formal systems for self-evaluation, the setting maintains continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- remove the potential risk of cross-infection, from use of a shared bowl of water for hand washing
- provide opportunities to value and respect children's cultural backgrounds

and to promote positive awareness of people's differing abilities.

The effectiveness of leadership and management of the early years provision

Staff follow good procedures to safeguard the children in their care. They have developed effective written risk assessments, which are used to maintain children's safety and security. These are regularly reviewed and updated as required. Children are closely supervised at all times and are protected from unvetted persons. Staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Children practise regular emergency evacuation procedures with the adults, in order to develop their confidence and familiarity. They learn about the importance of maintaining their own safety through discussion and by following good examples, such as when they sing a familiar song together, to remind them to climb and descend the stairs safely. Children's good health is generally promoted well, through daily routines such as eating healthy snacks and playing outdoors in the fresh air. However, although children have use of running water for hand washing, they also occasionally use a shared bowl of water following messy play. As a result, they are at risk of cross-infection.

Staff organise the setting well to provide a safe, secure and generally enabling indoor and outdoor environment. The premises are light, bright and welcoming. Children have free access to a wide range of attractive toys, resources and equipment. They are confident to initiate their own ideas for play and also engage in adult led activities. Ideas for play are based upon children's unique preferences, interests and abilities, which are respected and carefully planned for by their designated key person. Extremely positive partnerships have been established with parents and other early years providers. Staff understand the importance of working closely with the family and other providers, in order to maintain continuity of care and cohesive learning experiences for children. Home visits take place prior to children attending, during which good levels of useful information is shared in order to help children settle and to develop strong relationships with others. As a result, the provision has a family atmosphere and children show a sound sense of belonging. A good range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Newsletters, a notice board, parent questionnaires and daily verbal information sharing also enhance the practice further.

Staff have introduced effective assessment systems, which are shared regularly with parents, in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development. Planning is successful in ensuring that children are able to make generally good levels of individual progress in all areas of learning. However, although suitable opportunities are provided for children to increase their awareness of different cultures and beliefs, they do not currently explore and celebrate their own cultural background or receive sufficient opportunities to develop a positive understanding of people's differing abilities. Staff recognise the benefits of reflecting upon their practice and have implemented effective systems for self-evaluation, through which they have

identified several appropriate areas to drive further improvement in their practice.

The quality and standards of the early years provision and outcomes for children

Children are very happy, settled and content in the care of staff. They have formed strong and trusting relationships with adults and other children. Children enter the setting enthusiastically and separate from their parent easily. Those that are new to the setting receive extra support from adults. As a result, they are confident to engage positively with others and freely access all available activities. Children follow the good examples set by staff and are polite, kind and helpful. They tidy-up enthusiastically as a matter of routine, demonstrate good social skills and are well mannered. The provision is valued by parents and members of the community alike. It has strong links with the church from which it operates. Children benefit from a relaxed, welcoming and family orientated early years provision where partnerships with parents are exceptionally good. Children chatter happily and freely with adults and other children. They express themselves very successfully and are listened to by an attentive staff team, who respond positively and quickly to their needs. Children can freely select favourite books for personal enjoyment, to share with others and for reference. They mark enthusiastically with a good range of tools and their achievements are attractively displayed for all to admire. Children self-register as they arrive at the setting and most are able to recognise their individual name card and place it on the board. Children greatly enjoy circle-time and whole group story-time, where they are encouraged to join-in, share ideas, show favourite toys and predict what will happen next.

Children successfully build and construct a long train-track, to enable their trains to travel for considerable distances around the play room. They successfully cooperate and negotiate with others to achieve their desired outcome. Children are beginning to count up to ten, recognise numerals and the associated number of objects as they use the peg boards. They also complete increasingly complex puzzles with adult support. Children enjoy taking the tops of the marker pens, lining them up in order and then finding the correct lid to put them all away again. They are creative and imaginative in their art work. Children use a wide range of interesting materials to create wonderful wall displays. They explore natural materials, which they have collected themselves during outings to the park. Children greatly enjoy singing along to a favourite music tape and some know all the words and actions to 'The Wheels on the Bus go Round and Round'. They enjoy making colourful patterns using marker-pens; they cut-out shapes, glue a range of materials onto card and secure their models using sticky tape. They benefit from free access to a very good range of materials, tools and resources to express themselves creatively.

Children regularly explore the local community as they visit the boating lake, fire station, park, zoo, harbour, local library and lifeboat station. They benefit from regular visitors to the setting who share their knowledge and experiences, such as the 'lighthouse keeper'. Children are skilful in their use of programmable and interactive toys and computer equipment. They are beginning to recycle as they

use waste packaging to make junk models. Children plan to grow fruit and vegetables in the garden area this year. Children benefit from physical exercise whilst climbing running, jumping and sliding indoors and out. They enjoy fresh air in the outdoor play area each day. Snacks contain a good balance of healthy and nutritious foods and drink. Packed lunches are stored and served appropriately. Overall, children are making good levels of progress in their learning and development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met