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Inspector Carole Argles

Setting Address Fovant Rainbow Centre, Tisbury Road, Fovant, SALISBURY, SP3 5JY

Telephone number 01722 714255 E-mail Registered person Fovant Rainbow Centre Ltd

Type of inspection Integrated Type of care Full day care, Out of School 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

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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 good.

WHAT SORT OF SETTING IS IT? Fovant Rainbow Children's Centre was re-registered under private ownership in 2007. It operates from three buildings within the Rainbow Centre in the village of Fovant in Wiltshire. Children have access to enclosed outside play areas.

The setting is registered to provide full day care and provides flexible provision, including holiday care, for children up to the age of 11 years. A maximum of 52 children under the age of eight years old may attend the setting at any one time. The setting is open each weekday between the hours of 08.00 and 18.00, for 51 weeks of the year. There are currently 57 children on roll, of whom 14 children receive funding for Nursery Education. The setting supports children who have learning difficulties or disabilities. At present, there are no children who speak English as an additional language.

There are 10 members of staff who work directly with the children. Of these, six hold an appropriate early years qualification and two members of staff are working towards a qualification.

A community based toddler group for families who live in nearby villages operates from the premises one morning each week.

THE EFFECTIVENESS OF THE PROVISION Helping children to be healthy.

The provision is good. Effective measures are in place to support the children's good health. The premises, toys and equipment are kept clean and hygienic. The risk of infection spreading between children is minimised because staff provide separate bedding for each child. They implement sound precautions during nappy changing and have rotas in place to ensure that all toys and equipment are cleaned frequently. Children are not cared for if they are ill or infectious. There are appropriate procedures in place in the event of a child sustaining an accident or other emergency. The staff hold suitable first aid certificates and first aid kits are kept in every room. There are sound procedures in place for the safe administration of any medication to children and appropriate consents and records are maintained. The children are protected from the harmful effects of the sun and many wear hats when playing out in sunny weather. Shade is provided in the outside play area and the staff ensure that sun cream is applied.

Children's dietary requirements are met well. Staff and parents exchange information to ensure that any specific requirements are met. Details of all allergies and dietary needs are displayed so that all staff are aware. The children are reminded of the importance of drinking plenty and water is readily available for them to take when they are thirsty. Parents provide packed lunches for the children. They are given information about nutritious contents and which foods can be safely stored without refrigeration. Baby foods are provided by parents and the staff ensure that these are stored and reheated safely. The children receive healthy and varied snacks which include a choice of fruit. There is a café style system and children can make decisions about when they eat their snack. They develop independence for example, spreading soft cheese on their tortilla and peeling their banana. Children who attend the after-school provision receive a substantial snack which may consist of crumpets, cheese, fruit, and yoghurt or baked beans on toast.

The children learn to look after their own health. They develop good hand hygiene routines and know this is important to prevent them becoming ill. They often talk with the staff about healthy eating and are knowledgeable about which foods are good for them to eat. For example, they know that they should eat sweet foods such as cakes as a treat. These messages are reinforced during other activities. The children help to prepare food and take part in cooking activities, making foods such as vegetable soup and smoothies. A health visitor had come to talk with a group of children about healthy eating and good dental care, and they knowledgeably answered her questions. The children have exercise daily and this helps to keep them fit. They have boots and suitable clothing readily available so that they can play outside in all weathers. The children develop good control and coordination of their movements and staff help them learn new skills. For example, a member of staff held the hand of a young child to give her confidence as she learnt to balance as she walked along a row of blocks. The children use a wide range of age-appropriate apparatus including small climbing frames, slides, and wheeled toys. More challenging climbing activities for older children are provided at a nearby park. A wide variety of bats and balls are available and children were enjoying playing games of tennis with the staff during the after-school club.

Protecting children from harm or neglect and helping them stay safe.

The provision is good. The children's safety is promoted effectively by the staff. The premises are well maintained and securely fenced. The staff have created a welcoming and child-friendly environment for the children who are comfortable and settled. There are many displays of posters, photographs and children's artwork creating an interesting environment for children and parents alike. The buildings are used well to meet the children's developmental needs. Care has been given when choosing the equipment. For example, the screens used to partition the baby room are transparent to allow children to see through. The outside areas are well used throughout the day to extend the learning environment and experiences available for the children. There is a wide range of toys and resources to support all areas of children's development. Items are of good quality and provide challenge and interest for children of all ages. The staff check that all are safe and suitable for use, logging any concerns so that items will be repaired or replaced. Throughout the setting, toys and resources are stored in low units and this allows the children to access them independently and make choices about what they do.

The staff have a good understanding of ways to reduce the likelihood of accidental injury to the children. Regular risk assessments are carried out on all aspects of the children's care and staff check the premises daily. The premises are kept secure against unauthorised entry, and visitors and parents are only admitted by the staff. Appropriate safety equipment is in place to prevent children accessing potentially hazardous areas such as electrical sockets or the kitchens. Staff supervise the children well at all times and if they are leaving an area, they inform others so that they can be extra vigilant. Care is taken when young children use the steps to the baby unit and the area is kept under close control. However, the steps are not gated and some are becoming worn and are beginning to pose a tripping hazard to all. Suitable fire safety precautions are implemented and regular fire practices are carried out so that all adults and children know how to act in an emergency. A community minibus is used to transport older children to and from local schools and the provider ensures that appropriate insurance and seat belts are in place.

There are sound safeguarding procedures which contribute well to protecting the children from harm. Staff know the signs that may indicate that a child is being abused or neglected. They have a clear understanding of the action they must take if they have concerns about the welfare of a child in their care. There are robust procedures to ensure that children are only collected by people authorised by their parents and they are never left alone with adults who have not been vetted.

Helping children achieve well and enjoy what they do.

The provision is good. The children are happy and settled. They separate readily from their parents and are greeted by staff as they enter. They develop relaxed and friendly relationships with the staff who know them well and respect them as individuals. The children are grouped by age and ability and this allows their needs to be met effectively. They receive praise and encouragement which promotes their confidence and self-esteem.

There is good use made of the children's time and a balance of adult-led and child initiated activities. The outside areas are well used and outdoor play is part of the daily routine. There is an interesting programme of age-appropriate activities for the children. The staff observe what the children can do, recording and monitoring their progress. This information is used to inform their planning making sure that they

move the children forward in their development. Whenever possible, the staff accommodate the children's interests, incorporating their suggestions in the plans. The children are encouraged to be independent. They help to tidy away toys and learn to put on their coats and shoes, and to manage their own personal care. Older children help prepare the snack, cutting up salad vegetables.

The babies' usual routines are respected by the staff who take time to settle them, sometimes rocking them until they fall asleep in their arms. There are good levels of interaction between the staff and children who develop good communication skills. The staff sit on the floor with the younger children as they play, readily sharing books with them and extending their vocabulary and learning. The children have many sensory experiences and opportunities to investigate a wide variety of natural materials. A child was exploring a box of pine cones and dried leaves, whilst another was gingerly putting her feet in a tray of dry peat and feeling it between her toes. There are many activities which promote the children's hand-eye coordination and muscle control. They use stacking and sorting toys, and move beads along threading frames. They join simple construction pieces and use larger play equipment in the outside area, crawling through arches and climbing steps to use the slide.

In the after school and holiday clubs, a wider age range of children are cared for together. The staff are careful to ensure that the youngest children are not overwhelmed and their needs are met. They adapt activities so that all can participate at their own ability. The children were using clay and tools to make models of their choosing. Others were looking at books and engaging in pretend play together. As in other areas, there are a variety activities and resources stored so children can make choices about what they do. Staff interact well with the children, making suggestions about what they can do and readily taking part in outdoor games. The children play cooperatively together and are well occupied and enjoy what they do.

Nursery education The quality of the teaching and learning is good.

The children are making good progress towards the early learning goals effectively. Staff have a clear understanding of how children learn and they are skilled at asking questions which encourage them to think. They create a stimulating environment for children that allows them to operate independently. For example, by having a wide range of creative materials and resources readily available for them to select and use for their own purposes. The staff continually observe and monitor what the children can do. They meet together weekly to plan the activities, deciding how they will extend or support individual children's learning. However, many activities are child-initiated and staff make the most of opportunities to support their learning and development by asking open questions around their planned learning outcomes. There are brief adult-led times at the beginning of each session when staff and children talk about what is set out available for use and at the end when they talk about what they have learnt and achieved. Adult-led times, including for stories and singing, are optional but most children choose to participate and enjoy what they do.

The children are interested in the activities and keen to take part, often showing sustained concentration. There are clear expectations for behaviour which the children understand. They relate well to others and play cooperatively together. For example, a child spontaneously gives another a train carriage as he has two. At times, the children decide to collaborate on tasks and two were sitting and cutting

out dinosaur teeth for a picture they were making together.

Most children speak clearly and confidently, readily offering their ideas and speaking in group situations. They develop good listening skills and the staff frequently remind them, how they should sit, watch and listen attentively at circle times. They enjoy stories and books sometimes selecting them independently and asking a member of staff to read with them. They listen carefully and readily predict what may happen next. The children develop excellent communication skills because staff continually ask questions, encouraging them to explain what they are doing and why. The children are developing the skills necessary for writing and there are many activities which promote their small muscle control. They join construction pieces, use simple tools including scissors and knives, and manipulate small objects such as pegs. They enjoy painting using large arm movements and brush strokes in the outside area, they make more precise marks using paints and crayons on paper, and marks with implements in play-dough and clay.

The children are interested in numbers and counting. There are many activities to help them match to the correct number of objects to a numeral. Many children can recognise and name simple geometric shapes and they learn to identify them by the number of sides and angles. They are beginning to understand the concepts of weighing and measuring and a member of staff explains that the amounts are the same when the balance is level. Although the children are encouraged to solve many problems, for example, in their model making and creative activities, they are rarely asked to think about problems involving using numbers, for example, by matching, comparing or separating groups of objects.

There are many opportunities for children to explore and investigate a wide range of materials and objects and to find out independently how they work. Staff arrange exciting 'Discovery Days' when the whole outdoor area is dedicated to a theme and children throughout the setting are able to take part. Recently they explored a wide range of construction materials including sand, bricks, wood and drain pipes along with other toys and pieces of equipment. The children use their imaginations well at all times. They talk about imaginary ideas and recreating what they have seen and heard, for example, pretending to make their own popcorn following a previous adult-led activity. The children are given the freedom to use their imaginations and to try out their own ideas and experiment in art and craft activities, perhaps deciding to make a mask or a model robot. They enjoy music and singing and they often begin to sing songs or action rhymes with staff in small or large groups during their play. They make simple musical instruments such as shakers and investigate the sounds that a variety of objects make when tapped. Staff plan activities to increase children's knowledge of the world around them. They go for walks to the village or in the adjacent woods and have visited the local church. They find out about the culture and traditions of the wider world and celebrate festivals simply through food, stories and art activities.

Helping children make a positive contribution The provision is good.

The children's spiritual, moral, social and cultural development is fostered. There are many displays of photographs of the children involved in activities. Their achievements are valued and their artwork and models are put on show, and they receive praise and encouragement. This gives them a sense of pride in what they do and they are confident and develop good self-esteem. There are many

resources in use including posters, role play toys and books, which show positive images of diversity. The children begin to find out about their own community and the wider world and this helps them to develop understanding and acceptance of others. They sometimes use chopsticks when eating their snack and find out about life in different countries through stories and books such as 'Handa's Surprise'. Preschool children greet each other at circle times through signing and in a variety of languages.

The children's individual needs are well met because their parents and staff work closely together. There is an effective process to help new children settle quickly at the setting to ensure that they are confident and secure before they are left. Good two-way exchange of information, for example, by use of daily diaries, promotes continuity in the younger children's care and ensures that staff can follow their usual routines. The setting has appropriate procedures to promote equality of opportunity and to ensure that all children and their families are included. The premises are adapted to ensure that they are accessible to anyone with reduced mobility. There is good support available for children who have any specific needs. The staff work closely with parents and other professionals to plan and monitor the children's care and learning. They adapt activities to ensure that all children are fully included.

Most children behave very well as a result of the staff's good understanding of positive and age-appropriate behaviour management strategies. The staff set clear and consistent boundaries for what the children can do and explain these carefully so that they know what is expected of them. The children are praised and rewarded so that they know when they have behaved well. They are helpful and play cooperatively together, sharing and taking turns. A minority of the oldest children in the after-school provision occasionally show some unwanted behaviour. However, staff are implementing sensible strategies to address this and are involving them in discussing the rules of the setting and introducing a new reward system.

The children benefit from their parents and staff working effectively together. There is a friendly relationship between them and parents speak highly about the setting, staff and the care provided for their children. The parents are kept well informed about what their child will be doing and about their progress. Comprehensive information about the setting is available including a prospectus with precise information about the policies and procedures. There is also an informative website and parents can choose to receive information by email. There are notice boards in all areas of the premises displaying information about general childcare issues and what is happening at the setting. There are many photographs showing the children at play and parents can watch video footage of them on a computer to further their understanding of what is provided for their child.

The partnership with parents and carers is good and this supports the children's learning and development well. Clear information is available to parents about what and how their child will be learning and why. Each week they receive an abbreviated copy of the week's activity plan. Parents and staff talk about the children daily. They are kept well informed about their progress towards the early learning goals and given opportunities to view their records at termly meetings. Their opinions and involvement in their child's learning is valued by the staff. They are encouraged to contribute details to their developmental records and given information to help them understand how to support their child's learning at home.

Organisation The organisation is good.

The good organisation of the setting supports the children's care, learning and safety effectively. All the required policies, procedures and records are in place and implemented appropriately. Staff request written consents from parents so that they can be sure they are meeting with their wishes for their child. Any sensitive information is kept confidential and secure. There are sound procedures in place to ensure that adults are suitable to work with the children. There is a suitable process for addressing and recording any complaints.

Good adult to child ratios are maintained throughout the setting and the children receive plenty of attention and support. They are grouped appropriately by age and ability to ensure that their developmental needs are met. Where possible, there is consistent staff working with the babies and youngest children to promote continuity in their care. The staff work cooperatively together and understand their roles and responsibilities which ensures that all runs smoothly for the children. The staff's performance is monitored and there are effective processes to plan their professional development and several members of staff are currently undertaking training. At present, the regular staff working with children aged under two years have not received specific training in this area of work. There is an appropriate key person system in place which promotes continuity in the children's care and provides an identified person with whom their parents can liaise. The provision meets the needs of the range of children for whom it provides.

The leadership and management is outstanding and there are very clear and comprehensive management structures in place. Following several changes of staff, a new team has been constituted who are highly motivated and work very effectively with the children. They have a thorough understanding of their roles and responsibilities and ensure that these are implemented fully. There are unambiguous aims and objectives for the children's learning and action plans for how these will be achieved. Weekly staff meetings are held and staff are given non-contact time to allow them to keep up-to-date with their planning and assessment duties. Frequent in-house and external training takes place and this has a very beneficial impact on the way that the staff work with the children. This is reflected in their learning and progress towards the early learning goals. Wide-ranging monitoring and evaluation systems are in place which assess both effectiveness of the setting and the children's progress and learning. All activities are evaluated to determine how well they have supported the children's learning. Staff use this to inform their decisions about the next steps in each child's learning. In addition there is monthly monitoring of the curriculum and this has recently correctly identified minor gaps in the children's learning which staff have already planned to rectify.

Improvements since the last inspection Not applicable.

Complaints since the last inspection Since registration, 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 good.

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):

- ensure that at least 50% of staff working with children aged under two years receive training in this specific area
- review the safety of the steps leading to the baby unit

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

- provide further opportunities for children to solve simple number problems

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

Response by Fovant Rainbow Centre

We were very pleased by this report and by the fact that there were no "Actions to be taken". The Ofsted inspector had just three recommendations to make and we have reacted to these as follows.

1. The Fovant Rainbow Centre moved from charity status to private status during October 2007 and since then a large number of staff changes have taken place. A staff training and education plan was put into place at the outset but at the time of the ofsted inspection we still had not completed our objective of ensuring that 50% of staff had received "Under Two's" training. The final member of staff has now been allocated a training course and this objective will be met upon their successful completion of the course.
2. Repairs to the steps leading to the baby unit are currently in hand.
3. Provision of further opportunities for children to solve simple number problems. This had previously been identified and has already been successfully implemented by staff.