

Rainbow House

Inspection report for early years provision

Unique reference number EY306807
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Inspector Jill Nugent

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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Rainbow House registered in 2005 and operates from one room within the London Muslim Centre in Whitechapel. Access to the building is at ground level directly from the footpath. In addition to the pre-school provision the centre runs an after school club. A crèche is available on demand and operates from a separate room within the building. Children have access to a large hall for physical activity.

Rainbow House is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. Currently there are 40 children in the early years age group on roll in the pre-school. In the after school club there are 16 children on roll, of whom nine are in the early years age group. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The pre-school is open from 08.30 until 12.30 on Mondays and Tuesdays, and on other weekdays from 08.30 until 13.15 and 13.45 until 16.45, during term time. There is also a session on Saturdays from 13.45 until 16.45. The after school club is open from 17.00 until 19.00 from Wednesday to Friday each week. The centre employs seven staff to work with the children. All staff, including the manager, hold relevant early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Rainbow House offers a welcoming and stimulating environment for children of all ages. Staff work closely with parents to help them meet the individual needs of all children. They promote children's welfare effectively, ensuring that children are cared for in a clean and safe environment. Children make good progress in their learning due to thoughtful planning by staff, offering a variety of interesting play experiences. The centre maintains the capacity to improve with the support of the local authority.

What steps need to be taken to improve provision further?

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

- review and develop the system for observational assessment in order to plan more effectively to meet children's individual learning needs
- maximise opportunities to encourage children's awareness of mathematical ideas, concepts and language during free choice play
- develop the process of self-evaluation to encourage reflective practice amongst all staff in identifying the setting's strengths and priorities for improvement.

The leadership and management of the early years provision

Rainbow House is well managed, deploying staff effectively to prioritise the well-being of all children in their care. The centre is undergoing a change in management with the introduction of two managers, one concentrating on administration and the other on childcare. This has the potential for further improving the outcomes for children through the focusing of responsibilities. All the required documentation is in place and written policies are at present being reviewed in order to provide up-to-date information for parents and staff. The centre manager monitors staff's childcare practice at regular intervals and encourages them to attend training courses to develop areas of their practice. The overall provision is monitored and evaluated in liaison with the local authority and this is useful in highlighting areas for development, for instance, the system for observation and planning. However, self-evaluation is not yet fully established within the setting in order to encourage a culture of reflective practice amongst all staff.

The play room is particularly welcoming for children, with resources arranged in such a way as to be inviting and easy accessible. Children's work is displayed in every possible space and this results in a particularly bright and attractive environment. Staff ensure that children feel valued and included through a flexible approach and an understanding of individual children's needs. They follow daily routines that enable children to participate in a wide range of interesting activities, both in the playroom and large hall. There are good procedures in place with respect to safeguarding children. The premises are risk assessed, with immediate action taken to minimise any potential hazards. Staff know what to do if they have any child protection concerns and where to seek advice. The managers work closely with the committee with regard to the overall running of the centre and have various plans for extending the provision in the future, thereby further improving the outcomes for children.

There is a strong working partnership with parents which contributes to the quality of care on offer. New parents receive useful information about the setting's policies and procedures in a printed welcome pack. Various open days are organised and these help to build relationships between staff and parents. They are able to exchange information about individual children's development and this has now been formalised through the introduction of a parents' comments sheet so that their views can be taken into account in planning the educational programme. Parents receive regular reports on their children's progress towards the early learning goals. They are invited to workshops which help to increase their knowledge and understanding of aspects of the Early Years Foundation Stage. Staff display the weekly planning so that parents know what activities are on offer, enabling them to become involved in their children's learning. Children benefit from this close liaison between parents and staff.

The quality and standards of the early years provision

Staff interact well to promote learning through play and to challenge children in their thinking. Children enjoy choosing from a variety of play activities and these are rotated during the day to maintain interest. For example, they like to explore play dough, wooden blocks and paints. Staff encourage children to mark-make using different tools. Children especially enjoy drawing pictures, making coloured shapes and patterns. They develop very good literacy skills as they progress to writing their own names and simple words. Staff are particularly adept at promoting the use and enjoyment of books. Children are attentive as they listen to stories, developing their use of language as they answer questions and discuss different aspects of the story. They learn to solve problems when building complex models using construction equipment. At group times they are encouraged to count and use numbers, although staff do not always maximise opportunities to develop children's mathematical skills in free choice activities.

Children have excellent opportunities to be creative, choosing from tools and materials or taking part in adult-led activities such as printing, where they learn new techniques. In free exploration they use their own ideas imaginatively and show good manipulative skills. They have great fun during play sessions in the hall, travelling around the large space in different ways or sitting quietly playing. These sessions offer a valuable opportunity for children to develop physical skills as they run, ride or balance, learning to negotiate available space. Children find out about the local environment on visits to the park, library and farm. They discover how things grow when planting seeds. Staff observe children's learning and record written observations within each learning area, thereby ensuring that children are making good progress overall. They are beginning to identify children's next steps in learning and, through discussion, plan activities that take into account these next steps. However, their observations are not yet linked effectively to the developmental stages of the Early Years Foundation Stage to ensure that planning is fully effective in meeting children's individual needs.

Children are very happy in the setting, developing a high level of self-confidence and independence. They are very well behaved and keen to try new activities. Staff remind them to share and take turns and children respond positively to any requests or instructions. Children keep safe and secure because staff supervise them closely, taking particular care as children move around the building and are collected at the end of the session. Children have an increasing awareness of personal safety and hygiene. They line up to wash their hands before eating healthy packed lunches brought from home. Staff further develop children's awareness of healthy eating through organising food tasting activities such as a session of fruit tasting linked to the story of 'Handa's Surprise'. Drinking water is available at all times and children often take advantage of this when playing in the hall, avoiding the risk of becoming dehydrated. There are good medical procedures in place and these contribute to keeping children healthy.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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