

# Rainbows - Newbold Riverside Children's Centre Childcare



Newbold Riverside Children's Centre, Newbold Road, Rugby, Warwickshire, CV21 1EH

**Inspection date** 18 January 2017  
Previous inspection date Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers are well qualified and have a strong vision for the setting. Incisive self-evaluation is embedded into practice and managers work well together to ensure continuous improvements are made to raise outcomes for children.
- Children's behaviour is exemplary and staff are excellent role models. Children learn quickly about expectations and boundaries. Young children are very aware of others around them and they play tremendously well together.
- Children are extremely independent. They exude confidence as they make decisions and express their ideas. Children are encouraged to lead their own learning. They move around freely, accessing an exceptional range of resources, both indoors and outside.
- The quality of staff teaching is consistently strong and children's learning is facilitated well. Children are inspired to explore, investigate and use their imagination in their play.
- Key persons build excellent relationships with children and their parents. They know the children exceptionally well and provide the support they need to help them become emotionally secure, gaining a solid foundation for their future learning.

### It is not yet outstanding because:

- Although the managers have begun to monitor the progress made by some groups of children, this is yet to be fully embedded to ensure every child is supported to reach the highest levels of attainment.

## What the setting needs to do to improve further

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

- enhance the monitoring of the progress of groups of children, in order to identify where learning can be enhanced further and children can be supported to make more rapid progress in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the senior manager.
- The inspector held a meeting with the early years lead and senior managers. She discussed relevant documentation and looked at evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies are robust and implemented well. Staff are clear on the procedures to follow to protect children from harm. Recruitment procedures are secure and all new staff are subject to rigorous suitability checks. Robust induction and supervision means staff receive training, support and guidance to gain a good understanding of their responsibilities and remain up to date with current legislation. The senior managers empower staff to take ownership of their roles, so that they are continually learning and enhancing their skills. Managers are beginning to look closely at the progress of different groups of children. Staff very quickly identify any gaps in individual children's learning and put targeted support in place to help close these. Partnerships with other professionals are strong. Information is regularly shared to ensure children and families are provided with any support they may need.

### Quality of teaching, learning and assessment is good

Staff have high expectations of all children. They complete observations and assessments and make good use of opportunities to capture children's interests and consolidate their learning. Staff focus sharply on supporting children's communication and language skills. They speak clearly, sounding out the initial sounds in words, and continually model and repeat words. Staff use signs and symbols to reinforce language, and listen attentively and respond well to children's questions. Children enjoy exploring coloured ice, and staff encourage them to use the ice to make marks, discuss shapes and build towers. Staff question well and encourage children to develop their own ideas. Children excitedly talk about and point out what they can see and hear around them, helping them to gain a good understanding of their environment. Partnerships with parents are good. Staff involve them in children's regular assessments, which helps to continue learning at home.

### Personal development, behaviour and welfare are outstanding

Children thrive in this stimulating environment because of the excellent interactions they receive. Staff are in tune with every child and they are sensitive to their individual needs. Children's personal care needs are exceptionally well met because staff ensure high standards of care and hygiene are maintained at all times throughout the session. Children have an exceptional understanding of routines and know what is happening now and next. They understand when they need to share and staff expertly use sand timers to help children know when their time is coming to an end. Children have excellent opportunities to develop their physical skills as they choose when to play outside. They show a strong awareness of keeping themselves safe while using tools and equipment.

### Outcomes for children are good

All children make at least good progress from their starting points, including those who have special educational needs. Children are gaining the skills that will help them to prepare for the next stage in their learning. They are confident and eager to achieve. Children are developing a good understanding of numbers as they begin to count. They have opportunities to make marks, both indoors and outside, which supports their emerging writing. Children listen attentively and join in with stories and rhymes.

## Setting details

<b>Unique reference number</b>	EY480089
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	987699
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	8
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Barnardo's
<b>Registered person unique reference number</b>	RP518879
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01788 568554

Rainbows - Newbold Riverside Children's Centre Childcare was re-registered in 2014. The setting employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one holds a degree. The setting opens on Monday and Tuesday from 12.15pm to 4pm, and on Wednesday and Thursday from 9am to 12.45pm, during term time only. The setting provides funded early education for two year old children.

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