



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Rainbow Kindergarten
Kensington Church
Kensington
Brecon
Powys
LD3 9AP
United Kingdom**

Date of inspection: 22, 23 October 2013

by

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Reporting Inspector**

for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Rainbow Kindergarten is situated in the newly refurbished Kensington Baptist Chapel Hall in Kensington, Brecon to which it moved in September 1990 and is registered as a private nursery under the Children Act 1989. The leader is also the registered person. The setting is affiliated to the Wales Preschool Providers Association.

The setting provides care for children from the local community and surrounding areas for four mornings a week from Tuesday to Thursday between 9.00 a.m. and 12.30 p.m. during school terms. Children of two years of age and upwards attend the nursery and leave when they begin their statutory education in local primary schools. The area is recognised as one which is neither advantaged nor disadvantaged.

The setting consists of a large, bright church hall and the church's kitchen. There are excellent toilet facilities for young children and an attractive, newly refurbished, enclosed, paved outdoor area.

Eighteen children were registered at the time of the inspection five of whom are funded; there is room for eighteen in total. All the children with one exception come from homes where English is the main language. At the time of the inspection no children of three years of age were identified with additional learning needs. Children from different ethnic backgrounds are welcome.

Four members of staff are employed including the leader and all work with the children. All have appropriate qualifications in early years education and all have received training for the Foundation Phase. All have received training in child protection and safety and in first aid.

The last inspection by Care and Social Services Inspectorate Wales was conducted on 4 July 2013 and the setting was last inspected by Estyn in January 2008.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The setting's current performance is good because:

- children make good progress from their starting point;
- they feel safe and happy in the setting;
- relationships between adults and children are very good;
- children are actively involved in their learning;
- the standard of teaching is good, and
- assessment through observation is used effectively to plan the next steps.

Prospects for improvement

The setting's prospects for improvement are good because:

- there is a culture of professional reflection which is founded in self-evaluation;
- the standard of leadership is good;
- there is a clear commitment to continuing professional development, and
- practitioners work well as a team.

Recommendations

R1. Improve children's Welsh language skills

R2. Improve the provision for children's spiritual and cultural development including the culture of Wales

R3. Develop further the use of open and extended questioning to develop further their thinking and problem-solving skills

R4. Develop links with the community and the use of the locality to enhance children's experiences

R5. Improve the use of the outdoor area to develop children's skills in all areas of learning

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

N/A

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children at the time of the inspection to report on them without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The quality of planning at all levels is good. Practitioners plan well a wide range of interesting experiences which ensure that all children enjoy their learning. Activities meet their interests well because the adults ask the children what they would like to find out about and do and they use this as their starting point. As a result, the provision engages children for extended periods in activities which are meaningful to them. Long, medium and short term planning is based all areas of the Foundation Phase and ensures that children are actively involved in their learning. Adults work well together to make sure that planning reflects the child-centered philosophy of the Foundation Phase. Practitioners use interesting themes based on children's story books to make learning relevant and to build steadily on what children know, can do and understand. They work together effectively as a team to implement planned activities but are also flexible and if the children are particularly interested in an activity they are encouraged to follow their interests.

Children choose from the wide range of interesting activities provided and this develops well their self-confidence and independence. It also ensures that the children engage equally well in directed activities because they have opportunities to make choices. Adults develop children's literacy; numeracy and ICT skills well in every area of learning and ensure that all make good progress towards the Foundation Phase outcomes. Practitioners give children good opportunities to develop their creative skills but physical skills and an understanding of living things is underdeveloped because of the limited use of the outdoors and local environment. Adults know the children very well through their system of key workers and they plan focused activities to meet their differing needs and abilities and help them make good progress.

The provision to develop children's knowledge and understanding of the Welsh culture and traditions is underdeveloped as is provision for the Welsh language. Although practitioners encourage the children to speak Welsh at times and develop their vocabulary and language patterns to some extent through rhymes, songs and Welsh story books, there is no consistent provision for ensuring children learn language patterns, phrases and a wide vocabulary.

Teaching: Good

The experienced and well qualified adults use a range of strategies to encourage the children to learn. Activities such as role play ensure that they learn naturally through play. The teaching meets well the requirements of the Foundation Phase and its philosophy because it is child-centred, flexible and interesting. Adults have high expectations of the children which they enable them to meet through their very good understanding of them; this helps them to meet their individual needs well. Adults manage behaviour in an exemplary way by gentle reinforcement and being sensitive to their different personalities. Although they support children's learning well on a one to one basis, practitioners' use of open-ended and extended questions is underdeveloped and as a result, children's thinking skills are not as well promoted as other skills.

The quality of assessment is good. Children's achievements and progress are assessed thoroughly and all assessment is based on observations of the children. These are recorded informally and then used to inform provision and children's individual assessment records. Observations are discussed on an on-going basis and in staff meetings and then used to help decide the next steps in planning. Parents receive a very comprehensive report about their children's progress and achievements in all the areas of learning when they leave. Practitioners are always ready to speak with parents or carers to discuss their child's progress before and after sessions.

Care, support and guidance: Good

Adults have created a very caring and supportive environment and they guide children sensitively in all things. Practitioners have a positive influence on children's moral and social development. They help children learn about the importance of fairness, honesty and truth by modelling these themselves. They give the children good opportunities to socialise at snack times and this helps children develop a good understanding of the importance of respect for others. All children know the difference between right and wrong in the context of their lives in the setting and they have regular opportunities to make decisions and choices about their life in the nursery. Children are encouraged to take responsibility, show initiative and to behave well. Provision for children's spiritual and cultural development is, however, less well developed. The making and tasting of different foods and stories from other cultures and Persona dolls give them some awareness of different cultural traditions. Overall, however, children do not develop sufficient understanding of other cultures and faiths. Neither are they encouraged to look at and think about the wonders of the natural world around them sufficiently because use of the outdoor area and places in the immediate locality such as the riverbank walkway is underdeveloped. Adults develop well children's awareness of the importance of eating healthily and of keeping fit by providing healthy snacks and through regular physical exercise and dance sessions. Although the children collect waste food for recycling, their awareness of sustainability and the impact they have on the environment is not promoted sufficiently.

Children are given time to settle in gradually when they begin and this helps them settle well in the nursery class. There are good, well-established arrangements with local professional support and services to provide children with specialist support when needed. Although there were no children registered with additional learning needs at the time of the inspection appropriate arrangements are in place to identify such children and practitioners know well how to respond to them when the need arises. The setting draws on the expertise of professional bodies, such as the speech therapy services, when required. All children have access to all that goes on in the setting. Parents are involved well with their children's education.

Appropriate policies and procedures are in place for safeguarding children. Risk assessments are carried out when needed and all practitioners are trained in first aid. The leader is the child protection officer and all practitioners have received recent training and know what steps to take. The procedures reflect the All Wales Child Protection Procedures (2008).

Learning environment: Good

There is a warm family ethos in the setting and adults show affection and kindness towards each child. Practitioners know the needs and interests of the children very well and they respond to them with sensitivity using their thorough knowledge of the children's backgrounds. Each child has equal access to every aspect of the curriculum. As a result of the affection and respect for the child and the values and standards demonstrated by the staff, all children develop tolerance, positive attitudes towards their learning and good behaviour. All children show concern and kindness towards their peers, adults and visitors.

The setting has positive policies and procedures for dealing with any problems of aggressive behaviour and to promote equal opportunities and the rights of the child. These are known to all and are monitored and implemented effectively. The nursery is registered by the Care and Social Services Inspectorate Wales and the few recommendations in its last report have been implemented and approved.

The ratio of adults to children is good and each practitioner has appropriate qualifications. Practitioners address the requirements of the Foundation Phase well and the children receive interesting experiences which respond well to their specific needs. The building was completely refurbished only three years ago to a very high standard. It was refurbished as a nursery which means that everything is at an appropriate height for children and it is very spacious and light. The main room inside together with the safe, paved outdoor area provide ample space for the children to enjoy their learning experiences.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The children and their wellbeing are at the centre of everything in the setting and the leader and her staff create a very positive and happy ethos to support this. The leader gives clear direction to the life of the setting and the process of improvement.

These are evident in the aims and objectives which are set together with the provision. She and the practitioners work together well and share principles and objectives which are based on a good understanding of child development. These are seen to be implemented in the active and interesting learning experiences which the children receive and the system of organisation which allows children to make decisions and choices about their learning, to develop self-confidence and independence and to make good progress.

All practitioners fulfil their responsibilities effectively and demonstrate a strong commitment to their role in the interests of the children. All contribute to the strategic planning of the setting. They share the values they wish to promote by personal example and through discussion. The leader has high expectations of the staff and of the children together with targets which ensure good provision and high standards of achievement. Progress towards achieving them is monitored regularly. The setting's improvement plan is derived from the results of the setting's self-evaluation process and gives positive direction to the life and work of the setting.

The leader is well informed about everything that happens in the setting and she fulfils her role well. She and her staff meet regularly to discuss the setting's performance. They make good use of sound information to make effective decisions. Leaders fulfil national and local priorities according to the requirements of the Welsh Government and the authority, for example, the requirements of the Foundation Phase. The leader meets national and local priorities in accordance with the requirements of the Welsh Government and the local authority.

Improving quality: Good

The setting makes effective use of its self-evaluation to identify strengths and areas for improvement. The self-evaluation report is thorough and leads to sound strategies for improvement which ensure positive outcomes for each child. The leader consults with parents and care-givers to inform the self-evaluation. She uses the information collected from parents' questionnaires to identify areas for improvement. The setting makes very good use of the support of the local authority's advisory teacher during the self-evaluation process and implements effectively her recommendations. Following the process of self-evaluation a setting improvement plan is produced which indicates a good awareness of the setting's performance and focuses on raising standards by improving provision and setting clear targets. All practitioners contribute to this.

Every practitioner has an annual appraisal interview with the leader in order to identify their continuing professional development needs. They attend training courses regularly and the positive impact of this is seen in children's wellbeing and some aspects of teaching as practitioners implement what they have learned.

Partnership working: Adequate

The setting works with some others in order to provide learning experiences. The leader works effectively with the local authority's Foundation Phase advisory teacher in order to improve provision and wellbeing and to raise standards. She draws also

on the expertise of the WPPA to improve provision at times. Practitioners work closely with parents and are willing to consult with them and to implement their suggestions. There are, however, no partnerships with any of the schools to which children transfer.

Resource management: Adequate

Practitioners are well deployed in order to make the most effective use of their expertise and to ensure good provision. They use resources indoors effectively to provide interesting experiences for the children. They consider the effect of resources on learning and teaching and plan for future resource needs to some extent. Although they make good use of the setting's resources indoors overall, practitioners do not use the outdoors to develop children's skills in all areas of learning. The leader manages the budget effectively to offer good provision. Overall, the setting provides good value for money.

Stakeholder satisfaction report

Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received.

Responses to discussions with children

During the inspection children were very keen to come to the nursery and all went confidently to the activity of their choice. Their relationships with their friends and adults are very good and they are all happy in the setting. The welcoming and inclusive ethos ensures all children feel happy and secure. They enjoyed speaking to adults, including visitors, and asked and answered questions confidently. All children show a very strong sense of trust and they know that the practitioners are there to help them.

Appendix 2

The reporting inspector

Mrs Branwen Llewelyn Jones	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>
National Childminding Association (NCMA)	<p>This is a professional membership association working with registered childminders to ensure local high quality</p>

	home-based childcare, play, learning and family support.
National (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.