

# The Rainbow Centre for Conductive Education

Inspection report for early years provision

---

<b>Unique reference number</b>	EY333182
<b>Inspection date</b>	26/01/2010
<b>Inspector</b>	Sheena Bankier / Caroline Hearn
<b>Setting address</b>	The Rainbow Centre for Conductive Education Ltd, The Bradbury Building, Palmerston Drive, Fareham, Hampshire, PO14 1BJ
<b>Telephone number</b>	01329 289500
<b>Email</b>	enquiries@rainbowcentre.org
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Rainbow Centre for Conductive Education is run by a board of trustees and is a registered charity. It opened in 1990, and was registered to operate at its current premises in 2006. It now operates from its own purpose built building in Fareham, Hampshire which has a fully enclosed outdoor play area. The centre provides a service for children with cerebral palsy and related motor disorders from a wide geographical area. It offers a registered nursery facility as well as a parent and child group, a summer school and a Saturday club. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The centre is registered to provide care for up to 20 children aged from two to under eight years of age at any one time. There are currently 27 children on roll of which six are in receipt of government funding for nursery education. Of these, 13 are in the early years age range.

The committee employs a qualified conductor to manage the setting on a day to day basis. An additional six qualified conductors and an assistant work directly with the children. Volunteer helpers and students assist these staff. Administration staff are also employed by the centre. The centre receives support from the local authority and the Pre-school Learning Alliance and closely liaises with local primary schools and early years settings. The nursery is open during term time from 10am to 3pm on Mondays to Thursday and from 10am to 12.30pm on Fridays. The Saturday club runs every other week from 10am to 2.30pm. The parent and child group runs each week morning from 10am to 12pm with the exception of Thursday mornings. The summer school and the holiday club operate during most school holidays.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The conductors are highly dedicated to their work. They recognise and support children's needs to an exceptionally high standard. The setting provides a fully inclusive approach and all children are immensely valued. The setting is purposefully organised and thoroughly meets all the requirements of the Early Years Foundation Stage (EYFS). Self-evaluation is exceedingly well utilised and this contributes to the very successful continuous improvement the setting maintains. Relationships with parents are very cohesive and the setting is proactive in developing extensive partnerships with them. Partnerships with other settings are extremely effective overall.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- further enhancing information already shared with other settings children

attend.

## **The effectiveness of leadership and management of the early years provision**

The conductors are effectively trained to ensure children's well-being and good health, for example, they undertake training to carry out specific medical procedures. A total of 10 staff including conductors and administration staff at the centre hold current first aid certificates. In an emergency, this enables children to receive prompt treatment. Clear and effective procedures are in place to safeguard children, such as, emergency procedures. The conductors undertake safeguarding training that is regularly reviewed as a team. As a result, the conductors are fully up to date with any changes and continue to maintain their high level of understanding. This purposefully safeguards children's welfare. Comprehensive risk assessments for the building, garden and outings effectively promote children's safety. Recruitment systems are very robust and thorough vetting procedures are in place. This substantially promotes the safety and well-being of the children.

Views of parents, children, all staff and visitors are significantly valued and feed into the exceptional self-evaluation of the centre. The staff team are extremely active in setting themselves targets to drive continual improvement. A wealth of resources meets the children's needs extremely well and the centre uses its time purposefully. Clear policy supports excellent equality and diversity practice. Exceptional support through staffing and equipment enables children to participate fully. Excellent use of outings within the local community and visitors to the setting widen children's understanding of the world they live in. The conductors are highly qualified, and very experienced in their roles and responsibilities, and the whole staff team work harmoniously together. This results in the setting operating extremely effectively, which substantially benefits the children and families that use the centre. The centre implements an exceptional 'whole' family approach through the purposeful key person system.

Parents are always welcome at the centre and the conductors are committed to providing optimum support to the families. Families are actively involved at the centre as days are organised to support them, such as sibling days. Parents have access to excellent support systems, for example, open days with professionals involved, such as, occupational therapists. An extensive range of information is available to parents. This includes information regarding the curriculum, activities and to support children's progress at home. Partnerships are very successful with other professionals and settings. This extensively contributes to high levels of continuity in children's welfare and learning needs. Other settings are welcome to visit the centre. Due to the wide geographical location of other settings and funding, it is not always possible for the conductors to visit other settings, to further enhance the information already shared.

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

Children's learning is extremely well integrated and effective. The conductors incorporate children's very diverse needs in a highly effective way into planning for their progress and development. The conductors are creative at including the EYFS into the tailored activities children require, for example, whilst massaging children's feet they talk about the recent cold weather and touch the children's skin with ice. As a result, children have their senses stimulated through different mediums and this underpins children's understanding of different concepts well. Children enjoy their time at the centre and have fun. The conductors very effectively use singing and eye contact throughout activities. This contributes extremely well to children's physical development, communication, language and literacy skills, and social skills.

Effective, clear and concise observations demonstrate children's achievements. The conductors and parents both carry out observations. Therefore, the information gathered is meaningful. Observations are utilised exceptionally well and feed into purposeful future planning for the individual children. Records of the individual children are very comprehensive. The centre maintains these with up to date and relevant information on a continual basis. The records clearly demonstrate the progress children make and identify future goals. Records of children's progress are very accessible. This enables parents to view what their child has been learning and provides information of how they can provide further support at home.

The centre provides an exceptionally warm and welcoming environment and is a cheerful, happy place. One to one support from the conductors and assistants enables children to have time to settle, such as, reading a book quietly. As a result, children soon settle after arrival. The self-registration system, photographs, artwork and named places for their belongings, result in children having an exceedingly good sense of belonging. Staff and children have wonderful relationships with each other. This ensures children feel safe and secure at the setting. The conductors effectively recognise children's choices, and are highly skilled at recognising non-verbal communication. This means the conductors fully acknowledge children's choices. The centre uses different systems to gain children's views about their play and activities, such as, discussions, charts and photographs for children to identify their choices or indicate their decision. As a result, children and their decisions are valued highly.

The conductors increase children's understanding of their bodies very well. They talk to children about the sensations in their tummies. This increases children's understanding of recognising their needs for food. A social, enjoyable snack time includes all the children. Healthy options are on offer, for example, a selection of different fruit. Children make independent choices of the snack to put into their bowl. This increases their independence, supports their physical skills, and enables children to make their own choices. The conductors chat with children about the different foods on offer, such as, the taste of the different fruits and that they are good for their bodies. Children drink water out of open cups in different designs to suit their needs. The conductors reinforce how water is good for their bodies and

their brains, and encourage children to drink plenty to keep hydrated. This supports children very well in adopting a healthy lifestyle. Children take part in a wide range of physical activities to enable them to increase their mobility, stamina and control over their bodies. Breathing exercises enable children to relax their muscles prior to physical activity. This also aids children's concentration and supports speech development. A superb garden with a wide range of accessible equipment and resources enables all children to enjoy the outside area and benefit from fresh air.

Children are developing excellent skills for the future in relation to their starting points. The conductors greatly encourage children at every opportunity to develop and increase their independent skills, for example, taking off their shoes and socks. Children learn to work together to help each other, such as, assisting each other in pulling off socks. This develops their awareness and understanding of other people's needs. Children listen well and demonstrate a good understanding of the routines, such as, positively responding to music, songs or sounds indicating a change in activity or tidy up time. A visual timetable provides information to children about the routine of the day and the conductors talk to the children at appropriate times about what happens next. The conductors manage children's behaviour calmly and consistently. The conductors provide an exceptional role model to children, for example, they fully acknowledge children's help and thank them for this. Children develop extremely good levels of self-esteem and confidence as the conductors frequently praise children warmly for their efforts and achievements.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

Met