Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Rainbow Sunbeams

Firbank Dale Social Club
Firbank Dale Tennis Club
Heather Road
Newport
NP19 7LB



Date Inspection Completed

02/02/2023

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About Rainbow Sunbeams

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Jennifer Burns Sandra Little
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children settle well and enjoy their time at the setting. Their opinions and interests are valued, and they can make choices. Children receive a good variety of play and learning opportunities with a high proportion of time being spent outdoors. They interact well with their friends and form good relationships with staff. Children develop good independent skills during their time at the setting.

Staff have a good understanding of how to keep children safe and healthy. They are friendly and provide safe, nurturing care. Staff plan for children to have plenty of play and learning opportunities, that appeal to their interests. They keep effective records of children's progress.

The environment is safe and secure. The indoor environment is clean, warm, and welcoming and suitable for use by children. The outdoor environment provides very good opportunities to stimulate and support children's learning, development, and curiosity.

People who run the setting are motivated and dedicated to delivering good quality childcare and positive learning experiences. They continually look for ways to improve their service. Leaders provide encouragement and support to staff. Required policies and records are in place. Parents speak highly of the setting and the care their children receive.

Well-being Good

Children are settled and content in the care of the setting. They form positive relationships with staff who know them well. For example, we saw children talking and laughing with staff outside whilst playing with wooden blocks. Children are familiar with the routines and expectations, and this adds to their sense of belonging. For example, when it was time for lunch, children went readily to wash their hands and fetch their lunch bags.
Children make choices about how they spend their time at the setting. They choose what to play with from the resources available to them and move freely between indoors and outdoors. They choose from a selection of healthy food and drink at snack and teatime. Children are confident to talk to staff and express themselves. For example, we heard children asking if the gate to the bottom level of the garden could be opened so they could play on the slide. The children's voice is strong at the setting.

Children form friendships at the setting. They play happily alongside each other or together and are learning to co-operate and share. For example, pre-school children play happily together in the home corner and children at the after-school club work out together how to construct a run for cars out of wood. Children sit calmly at the table when eating food and are calm and self-controlled when walking back from school.

Children are enthusiastic and interested in their play and learning. They enjoy both adult led activities, and their free play. For example, we saw children interested to help build a bug hotel with staff, listen intently to a story being read to them, and follow their own interests in the garden area, smiling as they used the slide and climbed up the banks.

Children have good opportunities to develop their independence skills. They learn to access the toilet, wash their hands, put their coats and boots on and off and put them away. We heard children ask staff to help them when needed. Children enjoy learning and trying out crafts and activities with the staff. Children have good opportunities to develop physically using the outdoor facilities.

Care and Development Good

Staff have a good understanding of their roles and responsibilities to keep children safe. They have regular safeguarding training which is up to date. Staff we spoke to had a clear understanding of safeguarding issues, the signs and symptoms of abuse and their own duty to report concerns. Staff promote health and hygiene effectively. They encourage children to wash their hands after using the toilet, playing outside and before food. Staff undertake fire drills monthly, ensuring that the times and days are varied to give all children and staff the opportunity to practise leaving the building safely. They are clear on the management of food allergies and information regarding individual children's needs is displayed discreetly for easy reference. Staff record accidents and incidents and share this information with parents. Following the inspection, staff immediately implemented a system for recording pre-existing injuries. However, there is no formal system for monitoring the completed forms to look for patterns and trends. Staff complete registers to show children's attendance accurately, and ratios are always met. Staff ensure children have access to enriching and enjoyable daily outdoor play and learning experiences, bringing them the benefits of physical exercise and fresh air.

Staff manage behaviour well at the setting. They are kind, gentle, positive, and warm and this sets the tone for interactions at the setting. Staff are clear about boundaries and gently and clearly encourage children to be kind and show respect for each other. For example we heard staff intervene gently to change the direction of a conversation between pre-school children when they saw one child start to become unsettled by what the other was saying.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps them plan activities to enable children's next steps in learning and development. We saw that children's views and interests are recorded and considered when planning activities and new developments. Staff are observant and alert for signs that children may have emerging additional learning needs. They work well with outside agencies to support these children. Staff naturally promote and extend children's learning and development throughout the day. For example, at snack time we heard a member of staff talk with a child about their food, 'how many do you have, what are you choosing next?'.

Environment — Good

The environment is safe and secure. The front door is locked, staff ensure only authorised entry to the setting and maintain a visitor's log. The large split level outdoor play area is securely fenced. If needed for safety, the lower level and slide can be closed off using a gate. The new gardening area is fenced and locked when not in use to prevent children having any unsupervised access to the pond area. Routine maintenance checks for the building are undertaken. Staff complete basic risk assessments for all areas and complete daily safety checks of the environment. However current risk assessments of the outdoor areas did not identify all risks. Safety checks to the outdoors had also missed some minor safety aspects, for example brambles that were growing onto the climbing wall.

The environment is suitable, welcoming and child friendly. Indoors, the main room is divided into sections providing different areas for children to use. For example there are tables for drawing, craft tables, a well-equipped home corner, a library corner, and an area for wooden block play allowing children to make decisions about where they play. Children can access the toilet area independently and coat hooks are at children's level. The setting has furniture to support children's independence. For example, child sized tables and chairs. Wall displays include children's artwork, which celebrates their achievements. People who run the setting have worked hard to develop an outdoor play space for children which offers them the opportunity to take risks and overcome physical challenges. There are exciting and interesting play areas including a large slide, climbing wall, slope with rope attached, pirate ship, large sandpit, and playhouse, that enable children to take appropriate risks and challenge themselves. The area incorporates a tree which enhances the play and learning opportunities as it changes through the seasons. The new gardening space is well designed to give opportunities for children to learn and enjoy new experiences. For example, the borders are at an appropriate height and depth so that children can plant things themselves.

Resources and structures in the outdoor area are good quality and the setting promotes the use of recyclable and natural materials. Indoors, the resources are safe and clean, and there are a large quantity of suitable resources to suit the various age groups that attend the setting. The after-school club resources are kept in a cupboard which is always accessible to the children during their session. However, many of the indoor pre-school and playgroup toys and resources are inaccessible to children, kept in the storage cupboard. Younger children did not have free access to a wide range of indoor toys on the day of inspection.

Leadership and Management — Good

People who run the setting are well qualified, experienced, and continually seek to improve on the care they offer. They have a clear vision for the service which places a high priority on providing children with positive play and learning experiences in the outdoors. There is a clear and up to date statement of purpose enabling parents to decide if the setting is right for their child. There are clear policies and procedures in place which are regularly reviewed.

People who run the setting carry out self-evaluation and plan for improvements. They regularly carry out environmental observations to see how the children are using different areas of the nursery. They obtain feedback from parents and children and produce a Quality of Care Report annually. People who run the setting have recently developed a new gardening area and are currently developing a woodwork shed and the surrounding area. They have plans for further future outdoor developments. They are pro-active in seeking support for developments and staying up to date with new initiatives and changes. For example, they have received training and are up to date with the New Curriculum for Wales.

There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Staff files are up to date and leaders undertake all relevant checks to ensure staff are suitable to work with children. All staff have up to date mandatory training such as first aid and safeguarding and receive good opportunities for additional training. For example, some staff have completed training on adverse childhood experiences, child yoga and supporting speech and language development. There is a very established staff team at the setting. They are enthusiastic, motivated and enjoy their work. They told us people who run the setting are supportive and receptive to their ideas.

People who run the setting and staff have established positive relationships with parents who spoke highly of the setting and the care their children receive. Parents receive regular feedback on their child's progress. One parent commented on how their child had become much more confident and sociable because of attending the setting. The setting has developed good working relationships with other professionals and agencies for example speech and language specialists, and the Local Authority Additional Learning Needs Coordinator.

Recommendations to meet with the National Minimum Standards

R1: Regularly review completed accident, incident, and pre-existing injury forms to look for patterns and trends.

R2: Thoroughly review risk assessments for all outdoor areas and ensure they are robustly implemented.

R3: Ensure sufficient resources are put out for children.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A
28 (2) (b) [ii]	The registered person's must ensure that there is a full and satisfactory information or documentation in respect of each member of staff as specified in paragraph 34 (e) to (g) and (j) to (l) of Part 2 of Schedule 2.	Achieved

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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