Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Rainbow Rangers**

**Mountain View Children's Centre Mountain View**
**51 Mayhill Road**
**Swansea**
**SA1 6TD**



## Date Inspection Completed

09/08/2022

***Welsh Government © Crown copyright 2022.***
*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk*
*You must reproduce our material accurately and not use it in a misleading context.*

# About Rainbow Rangers

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Out of School Care |
| Registered Provider | City and County of Swansea Child Care and Play Services |
| Registered places | 30 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | Post registration inspection. |
| Is this a Flying Start service? | No but the spaces are funded. |
| Does this service provide the Welsh Language active offer? | No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. |

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

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

## Summary

Children are happy and relaxed at Rainbow Rangers. They are able to make their own choices and decisions and they are confident staff will listen to them. Rainbow Rangers is fully inclusive to children of all abilities and needs, and welcome and encourage children to fully take part in all activities and experiences within the setting.

Staff create a warm and supportive atmosphere for children. They provide a rich and stimulating environment that engages children and stirs their natural curiosity. Staff include children in decision making and make every effort to ensure there is sufficient choice to cater for differing tastes, interests and individual abilities. Staff are exceptionally competent, well qualified and very approachable. They ensure children feel safe, happy and comfortable whilst they are at the setting.

People who run the setting ensure that the premises are safe, clean and well maintained. There is an exceptional range of resources and equipment which are in excellent condition. People who run the setting ensure that there is extensive indoor and outdoor space for children to move freely and explore; enabling them to reach their full potential.

People who run the setting are fully engaged and run the setting well. They have a sound understanding of the regulations and National Minimum Standards. People who run the setting manage staff well and ensure they establish positive relationships with the parents to promote each child’s individual needs.

## Well-being Excellent

Children have excellent opportunities to make choices and decisions about what affects them. They have free choice over what they want to do and which equipment they want to play with. For example, some children choose to go outside and start filling the water tray up with buckets of water. Other children choose to paint and take part in craft activities. They have significant freedom to safely explore their indoor and outdoor environment. Children have a strong voice at the service and consistently make decisions.

Children are safe, secure and valued. They show delight and express enthusiasm and enjoyment in their play. Children clearly have a strong sense of belonging and they are forming strong relationships. They are very confident communicators as staff fully consider and respect their wants, interests and needs. They approach staff when they want help, or they want to show them something. Some children play together whilst others play independently, and others engage an adult in their play. For example, one child asked a member of staff to paint with her and they talked about blending the colours in their picture.

Interactions between children and adults are consistently stimulating. Children play well together and are considerate of each other's feelings. They cooperate enthusiastically and feel inspired. One child excitedly called to her friend and said, *"Look at my picture!"*

Children are highly motivated, animated and fully engaged in their play and learning. They eagerly enjoy interesting and stimulating opportunities indoors and outdoors and can choose to relax and have quiet times. Children are busy and self-motivated to initiate their own play and to influence their tasks and activities. They consistently follow their own instincts, ideas and interests. For example, some children spent a prolonged period of time playing in the water tray. They explored the different ways they could make the water travel through the different areas. Staff encourage children to evaluate their activities and play and therefore children have an excellent feeling of achievement and high self-esteem.

Children have excellent opportunities to develop their independence skills so that they are able to do things for themselves. They are learning to problem solve effectively, develop creatively, experiment and be imaginative. For example, when a child could not work out how to do something and asked a staff member for help, staff encouraged the child to look at it from a different angle which showed them the problem. They were then able to work out what they needed to do. Children are able to access the resources and equipment independently throughout the setting. They go to the toilet independently and they help themselves at snack time; choosing what they want and then going to sit down with their food. Children have opportunities to help clean up after their snacks. For example, the children enjoyed washing their own dishes and helping to clean up after snack. Children have an excellent variety of experiences to develop their independence.

## Care and Development — Excellent

Staff are fully aware and consistently implement the setting's policies and procedures for keeping children safe and healthy. They promote healthy lifestyles and wellbeing. For example, they have achieved the Healthy Snack Award and offer a variety of healthy snacks and meals for children with water or milk to drink. Staff implement thorough hygiene procedures and ensure children wash their hands frequently. They are aware of children with food allergies, and they have good systems in place to record this information. Staff are confident in responding to safeguarding concerns and staff are fully aware of their responsibilities and what procedures to follow in the event of a child protection issue. They have extensive risk assessments that identify and proactively manage the risks effectively.

Staff interactions are positive, demonstrating warmth and kindness. They encourage and promote positive behaviour. Staff act as good role models to the children; they genuinely listen and respect children's views. Staff are forming trusting relationships with the children and manage disputes appropriately. For example, a member of staff gently but firmly encouraged children to be considerate and co-operate with each other, when a child became cross because another child was interrupting their play. Staff encouraged the children to think about their actions and talk about what had happened. Staff praise children when they give positive feedback to one another. For example, a member of staff said, *"That was a really kind thing for you to say",* when a child told her friend she had made something that was *"lovely."*

Staff create a stimulating and nurturing atmosphere for play, learning and development. There is a relaxed and friendly feel in the setting and children are happy to play energetically or quietly. Staff ask children if they can join them in their play. Staff have an excellent understanding and knowledge of child development and how this affect's children's behaviour. They are sensitive to the needs and experiences of individual children. Staff have a rich understanding of diversity issues and fully promote children's rights. They are fully aware of children's individual development and recognise when children need additional support.

## Environment — Excellent

People who run the setting ensure that the environment is safe, secure and extremely well maintained indoors and outdoors. They carry out regular maintenance checks and have risk assessments in place for all aspects of the service, reviewing them regularly. People who run the setting ensure the setting is clean and safe. There is a well-equipped kitchen that is extremely clean and well maintained. They implement comprehensive hygiene procedures that successfully minimise any risk to children's health and safety. For example, they frequently wipe down tables and equipment and they encourage children to wash their hands before and after eating and in between activities. People who run the setting and staff supervise children well and they understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for.

People who run the setting ensure that they make good use of the available space. They ensure the indoor and outdoor environments flow into each other and meet the needs of the children in the setting. The outdoor space is fully enclosed, and children use this space throughout their time in the setting. People who run the setting create a stimulating and exciting play environment for the children with an abundance of resources available. For example, the outdoor area has a variety of sand and water play activities in the open and under cover in a gazebo. There is a variety of soft play equipment as well as a trampoline and a slide. Children also enjoy playing basketball and throwing the balls into the net.

People who run the setting ensure that children can easily access excellent quality and a good variety of resources and equipment to stimulate and interest the children. For example, there is a range of arts and crafts materials, construction toys, small world play resources, books and a large array of sensory materials and equipment. The layout of the environment fully supports children's independence. People who run the setting ensure they maintain it so that it presents excellent and challenging opportunities for the children.

## Leadership and Management — Good

People who run the setting have a clear vision and a good understanding of their roles and responsibilities. Staff work well together as a team and speak highly of each other. They have an up-to-date Statement of Purpose that accurately reflects the service that they provide. People who run the setting ensure that they comply with nearly all the relevant regulations and meet the National Minimum Standards. People who run the setting review their policies and procedures regularly and they ensure that staff implement them within the setting. They keep all records in relation to children's contracts and their preferences and the setting has all the appropriate parental permissions in place.

People who run the setting have a strong understanding of the responsibilities to self-evaluate and plan for improvement. They have good processes when dealing with any concerns. There are systems in place to support self-evaluation and improvement. They seek the views of children, parents and staff to inform the quality of care review which supports an effective action plan for improvements to the service.

People who run the setting employ highly qualified staff and undertake the relevant pre-employment staff suitability checks. However, some of the required information was missing from the staff files on the day of inspection, but they were kept securely elsewhere and presented on the day. People who run the setting support staff effectively in understanding their roles and responsibilities through regular appraisals and supervisions and access to frequent training. Staff confirmed that they feel supported, and they are confident to approach management for advice or support at any time. People who run the setting keep a record of children's attendance, however they do not always record the exact times a child is dropped off or collected. During the course of inspection, people who run the setting have now amended their records to reflect the exact times. They exceed the adult: child ratios consistently.

People who run the setting work well with parents to establish trust and clear communication. They have effective systems in place to identify the needs and preferences of the children. People who run the setting obtain all the necessary information on enrolment and staff provide regular feedback to parents about their children verbally at the end of the session.

## Recommendations to meet with the National Minimum Standards

| 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 |

| 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. |

**Date Published** 31/08/2022