
Report To:	Education & Lifelong Learning Committee	Date:	25 January 2010
Report By:	Corporate Director Education & Communities	Report No:	EDUC/02/11/AH
Contact Officer:	Albert Henderson	Contact No:	01475 712761
Subject:	HMIe report on Rainbow Family Centre		

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Lifelong Learning Committee of an HMIe and Care Commission joint report on Rainbow Family Centre.

2.0 SUMMARY

- 2.1 Rainbow Family Centre has received a good report from HMIe and the Care Commission. The report was produced on 08 December 2010. Members should note that the indicators of quality reflect well on the nursery with one indicator of quality evaluated as 'very good' and four as 'good'.

3.0 RECOMMENDATION

- 3.1 It is recommended that the Education & Lifelong Learning Committee approve the report on Rainbow Family Centre.

Albert Henderson
Corporate Director Education & Communities

4.0 BACKGROUND

- 4.1 Rainbow Family Centre was inspected by Her Majesty's Inspectors of Education (HMIE) and the Care Commission in September 2010. The inspection covered key aspects of the work of the centre at all stages, identified key strengths and main points for action using the following six-point scale:
- | | | |
|---|---|--|
| 6 | - | Excellent – excellent |
| 5 | - | Very Good – major strengths |
| 4 | - | Good – important strengths with some areas for improvement |
| 3 | - | Satisfactory – strengths just outweigh weaknesses |
| 2 | - | Weak – important weaknesses |
| 1 | - | Unsatisfactory – major weaknesses |
- 4.2 HMIE and the Care Commission assessed and reported on the views of parents, pupils and staff, the quality of learning in teaching, how well the centre was raising achievement for all pupils, achievement in national examinations, the centre's processes for self-evaluation and innovation, the centre's capacity for improvement.
- 4.3 The report was published on the 08 December 2010. It has been issued to staff, parents, local elected members and the Convener and Vice-Convener for Education & Lifelong Learning.
- 4.4 Rainbow Family Centre is inspected under the evaluation framework "The Child at the Centre 2".
- 4.5 In assessing the indicators of quality, HMIE and the Care Commission found one aspect of the work of the Centre to be 'very good' and four to be 'good'. The evaluations of the indicators for quality can be found on page 7 of the report.
- 4.6 A school improvement plan will be put in place to address the following points for action:
- Continue to develop the curriculum as planned
 - Make better use of assessment information to plan learning which meets the needs of all children
 - Involve parents more in their children's learning
 - Ensure continuous self-evaluation focuses on improving learning and teaching

**Rainbow Family Centre
Inverclyde Council
8 December 2010**

HM Inspectorate of Education (HMIE) inspects centres in order to let parents¹, children and the local community know whether their centre provides a good education. Inspectors also discuss with centre staff how they can improve the quality of education.

At the beginning of the inspection, we ask the head of centre and staff about the strengths of the centre, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we go into playrooms and join other activities which children are involved in. We also gather the views of parents, staff and members of the local community. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of education.

This report tells you what we found during the inspection and the quality of education in the centre. We describe how well children are doing, how good the centre is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the centre. We also comment on how well the centre works with other groups in the community, including services which support children. Finally, we focus on how well the centre is led and how all staff help the centre achieve its aims.

If you would like to learn more about our inspection of the centre, please visit www.hmie.gov.uk. Here you can find analyses of questionnaire returns from parents and staff. We will not provide questionnaire analyses where the numbers of returns are so small that they could identify individuals.

¹ Throughout this report, the term 'parents' should be taken to include foster carers and carers who are relatives or friends

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1. The centre

Rainbow Family Centre was inspected in September 2010 by HMIE on behalf of both HMIE and the Care Commission as part of the integrated inspection programme. The centre caters for pre-school children aged from birth to five years. It is registered for 64 children attending at any one session. The total roll was 108 at the time of the inspection.

2. Particular strengths of the centre

- Confident and motivated children who are achieving well.
- Effective partnerships with a range of agencies.
- Warm and welcoming ethos of the centre.
- Supportive relationships between parents, children and staff.

3. How well do children learn and achieve?

Learning and achievement

Across the centre, children are enthusiastic learners and enjoy a range of play and learning experiences. Babies and children under two are relaxed and confident. They enjoy painting and exploring natural materials. Toddlers aged two to three can choose to play in different areas of the playroom and are starting to share toys. Children aged three to five are making friends and play very well with each other. They are becoming confident about choosing their activities and show good concentration in their play.

Children are proud of their recycling work and can explain why it is important to reduce waste in the centre. They confidently engage in play outdoors, exploring and investigating, and taking part in a range of energetic physical play.

Most children aged three to five listen well to stories and can follow simple instructions during play activities. They are becoming confident in speaking out in small groups and take turns to talk and listen with adult help. They are beginning to notice words and letters, for example recognising names of supermarkets during recycling activities. A few are beginning to write letters of their names.

Most children can count to ten and use counting skills in play, for example counting the number of blocks in a tower. They are confident in sorting and matching using colour, size and shape. Children are becoming aware of the importance of healthy eating and exercise to staying well. They can explain about germs and why they need to wash their hands.

Curriculum and meeting learning needs

Staff working with children under three use *Birth to Three* guidance to plan a good range of activities, including pretend play and engaging sensory experiences. Staff working with children aged three to five are making good progress in using *Curriculum for Excellence*. They provide stimulating opportunities for children to learn through play in all areas of the curriculum. Outdoor play is well planned and encourages children to explore the natural world, to express themselves through creative work, and to develop a range of physical skills. Staff now need to continue to develop meaningful contexts for children to learn about early literacy and numeracy across all areas of the curriculum. Staff respond to children's interests well and are careful to give them time to complete activities.

Staff know children and their families well and are sensitive and caring in their interactions. Staff working with babies and younger children provide daily information to parents about their routines and activities. Across the centre, staff match activities well to the needs of most children. They regularly gather information about children's learning and achievements. They now need to continue to develop the way they use this information to support and challenge all children to make further progress. Staff readily identify children who need additional support with their learning. They make good use of links with other professionals who provide specialist support and advice when it is needed.

4. How well do staff work with others to support children's learning?

Children and families feel welcome. The head of centre and family support worker coordinate and help to deliver a good range of programmes which support children and families well. Transitions from home and within the centre are well managed and children and families have the right amount of support at each stage. The centre works well with local schools to support children as they move to primary school. Staff share information with primary teachers to ensure continuity in care and learning. Parents are kept informed of children's learning and achievements through awards, stickers and displays. Staff recognise that they now need to continue to involve parents further in their children's learning.

5. Are staff and children actively involved in improving their centre community?

Staff support each other well and work together to improve aspects of the service. They are committed to the centre and accept responsibility for developments. An improvement plan is in place and is having a positive impact on how well the service supports children and families. Parents' views and opinions are gathered and acted on. They are encouraged to join in the eco work of the centre. The head of centre now needs to improve how staff monitor and review their practice to ensure ongoing improvements in teaching and learning.

6. Does the centre have high expectations of all children?

Relationships with parents, children and staff are very positive. From an early age, all children are encouraged to be independent in caring for themselves. They show good perseverance when getting ready for outdoor play. The centre promotes a healthy lifestyle through food choices, tooth brushing, and daily physical exercise. Staff treat all children fairly and equally, and children have

opportunities to experience a range of festivals. Staff need to provide more opportunities for children to talk about their rights and responsibilities in the centre. All staff are aware of their responsibilities in protecting children and have attended appropriate training.

7. Does the centre have a clear sense of direction?

The vision and hard work of the head of centre and his depute has played an important part in shaping the development of the centre in its new location. All staff are very proud of the centre and are committed to improvement. Staff have been successful in forming partnerships with a range of agencies to provide valuable support to children and families in the centre and the wider community. Parents recognise this and are appreciative of their work. The head of centre now needs to involve children, parents and staff in continuing to improve learning and teaching.

8. What happens next?

We are confident that the centre will be able to make the necessary improvements in light of the inspection findings. As a result, we will make no more visits in connection with this inspection. The centre and the education authority will inform parents about the centre's progress in improving the quality of education.

We have agreed the following areas for improvement with the centre and education authority.

- Continue to develop the curriculum as planned.
- Make better use of assessment information to plan learning which meets the needs of all children.
- Involve parents more in their children's learning.
- Ensure continuous self-evaluation focuses on improving learning and teaching.

At the last Care Commission inspection of the centre there were four recommendations. Three recommendations have since been addressed in full. Outstanding issues relating to further involving parents in children's learning are carried forward in this report.

Quality indicators help centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of a centre. You can find these quality indicators in the HMIE publication *The Child at the Centre*. Following the inspection of each centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish centres are doing.

Here are the evaluations for Rainbow Family Centre.

Improvements in performance	good
Children's experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the centre.

The curriculum	good
Improvement through self-evaluation	good

Managing Inspector: Gerard McKernan
8 December 2010

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website www.hmie.gov.uk or alternatively you can contact our Complaints Head of centre, at the address above or by telephoning 01506 600259.

You can also contact the Complaints Coordinator, Headquarters, Care Commission, Compass House, Riverside Drive, Dundee DD1 4NY, telephone 0845 603 0890.

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