



# Rainbow Teddies Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	136063
<b>Inspection date</b>	23 May 2006
<b>Inspector</b>	Kay Roberts
<b>Setting Address</b>	Manorbrook Primary School, Park Road, Thornbury, Thornbury, South Glos, BS35 1JW
<b>Telephone number</b>	01454 867231
<b>E-mail</b>	
<b>Registered person</b>	Rainbow Teddies Pre School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Rainbow Teddies Pre-School Playgroup first opened in 1967 and in September 2005 two existing settings merged. It operates from two designated classrooms in Manorbrook primary school, Thornbury, near Bristol. Children also have access to a fully enclosed outside area. It serves the surrounding residential area. The playgroup opens five days a week during school term times. Sessions for those who receive nursery education funding operate between 09.00 to 11.30 hours every day and, on a

Monday and Wednesday from 12.30 to 15.00 hours. Younger children from two years, six months have allocated sessions on a Tuesday and Thursday from 13.00 to 15.00 hours. A lunch club also operates on a Tuesday and Thursday from 11.30 until 12.45 hours for children who will commence school in the following September.

Registration is for a maximum of 36 children and currently there are 70 on roll from two years, six months to five years. This includes 12 funded four year olds and 32 funded three year olds. The playgroup supports children with special educational needs and those who have English as an additional language. The group is managed by a parent committee who employ a manager to oversee the day to day operations of the playgroup. Thirteen part-time staff, seven of whom hold a relevant child care qualification work directly with children. Advice on the education programme is provided by South Gloucestershire's Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is actively promoted. They play in a clean environment. Children are protected from illness as the policy for excluding children who are sick is shared with parents. Parents are also alerted to infection within the nursery and exclusion periods for communicable diseases. Staff follow hygienic procedures, for example using colour coded clothes and wiping tables with anti-bacterial spray before snack. Children learn the importance of hygiene through the daily routine and know that they must wash their hands before a cooking activity or after using the toilet. The height of the wash hand basins together with the position of the soap dispenser and paper towels gives children independence. Children develop a further understanding about how to promote their own good health through a range of topics. When looking at their senses children had an opportunity to study items in a resource box which helped them understand the importance of dental hygiene. When hearing the sound of someone brushing their teeth on the music tape, staff follow this up by asking children when they clean their teeth. Children are aware of the changes that happen to their bodies after physical exercise and understand what an x-ray is. Children's welfare is promoted as there are effective procedures for managing first aid and medication. Where a child has specific health concerns all staff are fully informed as to how the situation should be managed. Children are protected from the elements as in the summer they wear hats and parents apply sun screen. In the winter children wear coats and wellies so they can splash in puddles. If trousers get wet they are not left to feel uncomfortable as staff find them spare clothing.

Daily opportunities are provided for children to be outside. They are interested in playing outside as there are a good range of activities. Children are enthusiastic about making a large castle and afterwards enjoy going in and out using the drawbridge. Large muscle skills are developed as they run around on the grass, ride bikes and push dolls in buggies. Young children are encouraged to develop their imagination as staff pretend to be the garage attendant and ask if they need their

vehicle to be repaired or if petrol is required. Large muscle skills continue to be developed indoors as staff arrange a climbing frame, slide and tunnel in one room, on other occasions the equipment is set up in the hall. At other times children enjoy music and movement; they move and sing the words to 'The Grand Old Duke of York'. Two children work together to carry a heavy bowl of water and they help staff to move tables.

When children are thirsty they help themselves to a drink of water from either the water cooler or covered jug. Older children decide when they want a snack and organise themselves as they choose from three healthy options. Younger children all sit together for snack and as they eat listen to a story about a park. They join in with the story saying what equipment they use and the animals they see. Children do not go hungry as they are offered more. There are effective procedures to ensure special dietary requirements are met both at snack time and for cooking activities. Where applicable staff use snack times as a fun way of reinforcing learning. Children are excited about having a banquet. They design their own crowns and help to arrange the furniture. Music plays quietly in the background as they are served milk or apple juice in plastic wine glasses. One child comments that the apple juice is wine. They eat pieces of cheese, warm French stick, grapes and rabbit shaped biscuits. Children know that people ate rabbits in medieval times. They know foods which are healthy to eat and those which are less healthy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children relax as they are warmly greeted by staff when they arrive. The child focussed environment is inviting. The bright premises are adorned throughout with children's photographs and art work. There is sufficient child sized furniture so that all children are comfortable and can sit together. Children are independent as everything is placed within reach; bathroom facilities and coat hooks. They confidently help themselves to the extensive range of clean, safe resources that await them. The organisation of the rooms provides sufficient space so that each area of learning is well resourced to maximise learning opportunities. For example, a good range of dressing up clothes in the home corner. At other times this area is changed into a garden centre or café so children remain interested. Activities are arranged in clearly defined areas on tables and carpets so children play undisturbed by peers. As children move freely between the two classrooms and outside space they are given a large area in which to play. However when there are very young children present doors are closed so that they do not become overwhelmed by the size of space. Children also benefit by being able to use the school computer suite and hall for physical exercise or playing musical activities.

Children play in a safe, secure environment as staff are appropriately deployed and access to the premises is carefully controlled. There is a detailed, ongoing risk assessment and staff are proactive. They regularly discuss safety issues to ensure consistency. Accidents and the fire procedures are reviewed so that potential hazards can be removed. Children know the emergency evacuation procedure as they practise the drill on a regular basis. Before commencing an activity children are

asked how they must keep themselves safe. Children show a very good understanding and demonstrate how to safely use a hammer. They know how to hold scissors safely. When moving from one area to another, children walk in a line so that they do not bump into each other. On outings, for which there is a safe procedure, children know that they should stay with the adults and that it is safer to use the underpass than cross the road.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the pre-school. They achieve well because staff are highly skilled and use their clear understanding of early years' guidance, such as Birth to three matters and the Curriculum guidance for the Foundation Stage, to provide high quality care and education. Children are happy and eager to participate. Those new to the provision are helped to settle by staff who are sensitive towards their individual needs. Staff recognise the uniqueness of each child. They follow through on children's interests and effectively plan so that each child achieves their potential. With younger children especially, staff help them develop confidence, language skills and to interact with others. Children begin to make sense of the world and express their ideas as they participate in a wide range of exploratory experiences, for example making clay figures and making a representation of Balamorie children's television programme village.

## **Nursery Education**

The quality of teaching and learning is good. The appropriate deployment of well informed, enthusiastic staff ensures that children have excellent opportunities to extend their skills across all areas of learning. There is a highly effective planning cycle and an extensive range of well organised suitable materials and resources. Staff are seeking to further develop the outside area so that it offers optimum challenge. First hand experiences stimulate children's enthusiasm so that they are motivated to learn. Having visited Thornbury Castle and seen George in a coat of armour they recall what they have seen and the route they have travelled, as well as the castle's proximity to their own home. Children work together to recreate the castle using various media, including a large wooden structure approximately one and a half meters high, and with guidance from staff are alert to the fine details. They explain in great detail the various sections of the castle and what they are for. Other children select from an extensive range of resources and using a range of tools and techniques join them to create dragons. Children are good conversationalists and skills are extended as staff continually introduced new words and the meaning. They develop fine muscle skills as they write their first name on their detailed pictures and afterwards proud of their achievements stick them on the wall for everyone to see. They concentrate hard as they listen to the music tape as they try to distinguish the sound and match it to a picture card. Mathematical development is promoted well so that children can count to 29. They are able to say if one number is more or less than another. Children learn simple subtraction through participation in rhymes such as 'Five Little Ducks' and as they do so use their fingers to represent numbers. Children confidently use the computer and operate simple programmes. When using

programmable bugs they estimate how many times it will need to travel in each direction to reach a specific destination. Children are sociable and develop close friendships. In the home corner they play co-operatively as part of a group, two children cooking the meal whilst others sit and chat.

### **Helping children make a positive contribution**

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Staff provide a good example to children as they welcome every child into the provision. Children develop confidence knowing that they have their own named coat hook and, their artwork and photographs are displayed. They receive praise and encouragement for each achievement. Children know what is right and wrong. As a result children are polite, very well behaved, able to work together to achieve a common goal and considerate to others. They are alert to the school environment and comment when they hear children upstairs. On a regular basis a small group of children share some time with those in the reception class. Once a month all children attend the Birthday Assembly when any child who has had a birthday during the month is acknowledged. At Christmas they have a preview of the nativity play. Children have developed a respect for nature through the topic on pets, visiting a garden centre, planting bulbs and seeds, and going on nature walks. There are many excellent opportunities for children to learn about the local community as they travel around Thornbury on various outings, such as a cake sale, look at buildings and places within the photograph album. Members of the community also visit the setting, such as a librarian who came to open the playgroup library. Children develop positive attitudes to others through example and playing with readily accessible resources reflecting diversity. They begin to appreciate the customs and cultures of others through celebrating festivals and tasting different food such as noodles which they try to eat with chop sticks.

The partnership with parents is good. The relaxed relationship between parents and staff provides emotional security and reassurance to children. Parents are actively involved in sessions, the committee and fund raising. Parents comment very positively about the provision; the warm welcome provided by staff, excellent preparation children receive for school and good communication. Parents receive a comprehensive range of information relating to practices and the education programme within the setting. This enables parents to be involved in their children's learning both at the playgroup and at home. Parents are asked to share their knowledge of their children so that staff can effectively meet children's individual needs. Progress records are available to parents at all time, and are formally shared bi-annually at a time convenient to parents.

### **Organisation**

The organisation is good.

The provision meets the needs of the range of children for whom care is provided. Children are effectively protected from people who have not been vetted. A thorough

induction, including a mentoring system for staff who are not qualified ensures that staff are clear about their role and responsibilities. Highly effective management and communication systems enhance the quality of care and education provided to children. The enthusiastic staff team are deployed well so that children receive a high level of support and are actively occupied throughout the day. Good organisation of the premises maximises play opportunities and promotes children's health, safety and welfare. Documentation meets the requirements of the National Standards and is continually reviewed so that some paperwork has now to be formally approved and shared with parents, for example changes to the behaviour management policy.

Leadership and Management is good as there is a supportive working relationship between the two. Keen to extend the provision staff training needs have been identified and addressed so that staff are fully informed about the education programme. Since the merger of the two playgroup settings in September 2005 all practices are continually being reviewed and identified weaknesses addressed. For example, keen to develop the outside area staff have undertaken training and there are specific planned outdoor activities. In addition there are a number of resource bags containing gardening equipment and construction which are available to children at any time. Parents are currently fund raising to provide a covered area for the garden area so that the education programme can be further extended.

### **Improvements since the last inspection**

#### Care

At the last Children's Act inspection in March 2004 staff agreed to meet one recommendation. Children are now able to help themselves to a drink of water when they become thirsty.

#### Nursery education

The last education inspection was in March 2004 and one point for consideration was raised. Following the merger of the two playgroups and discussion with an advisory teacher from South Gloucestershire staff have adopted a more flexible approach to planning and reduced the number of specific staff led activities. This has facilitated staff being able to support children in developing their own ideas and independent play so that the education programme is enhanced.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all documentary changes are implemented.

##### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend children's learning opportunities by further developing the outside area

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)