



Rainbow Pre-School (Thrapston)

Inspection report for early years provision

Unique Reference Number	219996
Inspection date	03 November 2006
Inspector	Anne Archer
Setting Address	Sports & Social Club, Chancery Lane, Thrapston, Kettering, Northamptonshire, NN14 4JL
Telephone number	01832 732470
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Registered person	Rainbow Pre-School (Thrapston)
Type of inspection	Integrated
Type of care	Sessional 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.

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 Pre-school (Thrapston) opened in 1986. It operates from a room and associated facilities at the Sports and Social Club in Thrapston Northamptonshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday morning during local school term times from 09:30 to 12:00 on Mondays and on the other four days from 09:15 to 12:00.

There are currently 33 children aged from two to under five years on roll. Of these 16 children receive funding for nursery education. Children come from the town and surrounding villages. The pre-school offers support to children with learning difficulties and children who speak English as an additional language.

The pre-school employs five staff. Four of the staff, including the manager, hold appropriate early years qualifications. The pre-school receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of good hygiene practices and routines as they become increasingly independent in their personal care. They learn to cover their mouths and noses when they cough or sneeze to stop germs spreading. However, children are currently sharing fabric towels when drying their hands which is a potential health hazard due to cross infection. Children participate in activities relating to good health such as learning how to maintain healthy teeth and gums. There are appropriate procedures in place if children become unwell and the pre-school does not accept children who are ill. All staff have attended paediatric first aid training and can administer treatment in the event of an accident. Permissions are in place for staff to seek medical advice or treatment in the event of an emergency.

There are no outdoor play facilities available at the moment however children develop skills as they take part in a variety of indoor physical activities including parachute games, action rhymes, music and movement and dancing. Children gain an awareness of the importance that healthy eating has in developing their good health as they enjoy a range of healthy snacks and drinks together.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment where risk of accidental injury is minimised by staff's vigilance and good practices such as regular risk assessments and emergency evacuation drills to reduce potential accidents. However, the lost child procedure does not reflect the actions staff would expect to take if the situation arose. Children learn about the importance of safety as they respond to clear guidelines during activities such as coming down the slide forwards on their bottom.

Children are able to choose from a wide range of good quality toys and resources which are suitable for their stage of development. Furniture and equipment is regularly cleaned and maintained by staff to ensure children's safety when using it. Children's wellbeing is safeguarded by staff's understanding of their responsibilities in relation to child protection issues although pre-school procedures do not fully reflect current local safe guarding children board advice.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well at the pre-school because they and their parents or carers are warmly welcomed by staff. Staff make the environment as attractive as possible when using a rented property with colourful displays of children's art work which attract children's attention. Children gain confidence through routines and the close relationships they develop with staff and other

children. They develop their independence as they express their ideas during play with a range of resources which capture their interest, for example children rolled and flattened play dough to make a road network to drive a selection of trucks round. Planning for children aged under three is integrated into the nursery education programme with links to the 'Birth to three matters' framework.

Nursery Education

Children appear happy, enjoy coming to pre-school and show a positive attitude to learning. They play well on their own and with others. Children on the whole behave well and are learning about the rules of the setting and the boundaries set by staff. Children are mostly involved, motivated and engaged in a broad range of developmentally appropriate activities which provide good levels of challenge for all children. Children are keen to offer their ideas and respond well to questioning. Most children show good levels of independence, curiosity and imagination and are learning to use their senses to explore a range of experiences.

The quality of teaching and learning for nursery education is good. Staff have developed a clear understanding of how to provide a balanced curriculum. Most children are confident learners and access activities independently. Staff plan an interesting range of activities to provide opportunities for learning in all six areas of the Foundation Stage curriculum while taking account of children's interests. Observations are made on children's learning during activities and these are assessed and evaluated to confirm that learning outcomes are achieved and to plan for the next steps in children's learning. Staff support children well and children with learning difficulties and English as an additional language are particularly well supported. On the whole staff have a consistent approach to managing children's behaviour. However, on occasions a few children become very excited during an activity and noise levels rise. This is unsettling for younger, less mature children and as a result some children move away from the activity thus spoiling their enjoyment and potential learning prospects.

Children have opportunities to use their imaginations as they take part in art and craft activities such as when making bonfire and firework pictures. They experiment with musical instruments and participate in role play based on first hand experiences such as having a picnic and camping. Their physical development is catered for through a range of activities. Most children are confident speakers and offer their opinions during circle time. Children learn to recognise their names, enjoy looking at books, listening and joining in with stories and singing rhymes such as 'Five Little Monkeys Teasing Mr Crocodile' and 'Jingle, Jangle Scarecrow'. Children develop their pre-writing skills during activities and more structured activities. Children are learning to count during daily pre-school routines. During a threading activity one child asked another how many beads he had on his necklace and the child confidently counted six beads, the first child responded by saying 'I have twelve'. Children are learning to recognise shapes and are able to count the number of sides each shape has. They also learn the vocabulary relating to weight during activities using scales.

Children develop knowledge and understanding of the world when participating in activities relating to life cycles and time and when they learn about practices within cultures different from their own such as Diwali and American Thanksgiving. Children learn to use simple equipment

when playing sound lotto with the tape/cd player and develop mouse skills when using the computer. Overall, children make good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children develop a sense of belonging as they form relationships with staff and their peers. They settle quickly because staff take account of their different personalities and needs when welcoming them into the pre-school. Children begin to appreciate the diversity of society as they participate in activities about their own and other cultures and beliefs such as American Thanksgiving, Harvest, Diwali and Halloween. Well used strategies are in place to identify and support children with learning difficulties and disabilities.

Children behave well and are polite as they respond to the regular praise and clear and consistent guidelines set by staff. Children are familiar with and are starting to show understanding of the rules and they enjoy the security of the pre-school routines. They learn to take turns, share and be kind to each other. Older children show concern for others and some children have developed friendship groups. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children's care, welfare and development are promoted through established positive working relationships. Parents views about their child's needs and interests are sought and are used to help the child settle. Parents of children receiving funded nursery education are encouraged to share details when children make developmental achievements at home or reach milestones. Parents receive written information about how the pre-school operates including details of the nursery education programme. They can access their child's records at any time and are invited to an annual parents meeting to discuss their child's progress. This is in addition to the daily exchanges of information with staff and an open invitation to stay to help at a session to find out more about their child's pre-school learning.

Organisation

The organisation is good.

Children benefit from the effective organisation of space and resources throughout the pre-school. They are able to make choices and develop their ideas as they play. The space is laid out thoughtfully and activities are accessible to all children. Staff support children well during activities and allow them the time and space to initiate their own learning.

Children's care and welfare are safeguarded by well maintained record keeping and a commitment to ensure documentation is up to date and relevant. The operational plan outlines how the pre-school operates, clearly states staff responsibilities and details areas for development. Children's care and learning are on the whole supported well by the systems in place for the organisation of the pre-school.

Leadership and management for nursery education is good. Pre-school management has systems in place to assess the strengths and weaknesses of the provision and regularly monitors and evaluates children's learning. The pre-school management receives support and advice in

relation to this by attending local forums and cluster meetings. At the regular staff meetings they share their clear aims for the continued improvement of the quality of care and education provided for children. These aims are reflected in the staff appraisal and development systems that are in use. Overall, children's needs are met.

Improvements since the last inspection

At the last care inspection the pre-school was asked to update policies and procedures as they did not meet National Standards and also devise a procedure for staff recruitment. These tasks have been completed with some minor amendments now required in relation to the lost child procedure, safe guarding children and making parents aware that they may contact Ofsted at any time. The pre-school were also asked to meet the National Standard in relation to staff qualifications and they now exceed the minimum requirement which has improved the level of care and education provided to children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards. 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.

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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 that children's personal hygiene routines in relation to hand drying prevent the spread of infection
- ensure that the setting's child protection procedures are in line with Local Safe Guarding Children Board guidance
- ensure that the lost child procedure reflects the actions staff would be expected to take
- ensure that parents are aware that they may contact Ofsted at any time.

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):

- ensure that noise levels during activities do not interfere with children's enjoyment, learning and progress towards the early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk