



Rainbow Pre-School

Inspection report for early years provision

Unique Reference Number	127495
Inspection date	15 March 2007
Inspector	Jackie Liffen
Setting Address	Congregation Church Hall, High Street, Cranbrook, Kent, TN17 3DT
Telephone number	01580 715570
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Registered person	Rainbow Pre-School
Type of inspection	Integrated
Type of care	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.

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 has been registered since 1982. It operates from two rooms, in a hall situated in the centre of Cranbrook. A maximum of 22 children may attend the pre-school at any one time. It is open five days a week during school term times. Sessions are from 09:00 to 15:00 on Monday, Tuesday, Wednesday and Thursday, and 09:00 until 12.00 on Fridays.

There are currently 34 children aged from two to under five years on roll. This includes 22 funded children. Children tend to come from the local area. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs eight members of staff and seven members of staff hold appropriate early years qualifications. The setting receives support from an advisory teacher from Kent Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning to understand good health and hygiene practices as they wash their hands at appropriate times. They use a step stool, soap, disposable towels and thermostatically controlled hot running water to clean up after messy play, after using the toilet, and before eating. Children are well protected from infection by staff who make sure that all surfaces used for food are disinfected with anti-bacterial cleanser; staff also have a regular cleaning rota. Children are not affected by the spread of germs because staff prevent sick children from attending and also help children present to care for their own health needs. For example, children help themselves to tissues and dispose of them hygienically in the nearby covered bin. Children rest or sleep whenever they wish in the very comfortable book corner where the group ensure that all the covers are always clean and inviting. Staff contribute to children's good health by making sure that they follow the effective administration of medicines policy and ensuring that the first aid box is complete and ready for use. Children take part in regular physical activity as they move freely between activities indoors and also exercise in the enclosed garden where they undertake activities such as painting, climbing, hopping, running and exploring the environment. Children have daily opportunities to learn about healthy eating when they help themselves to nutritious snacks such as fruit or vegetables. The group advise parents on how to fill lunchboxes so that children also eat sustaining food at lunchtimes. Children help themselves to a drink at any time from the suitable water dispenser.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure, child-friendly and clean environment where staff take every precaution to ensure that they are safe. For example, staff risk assess the premises where the floor is non-slip and washable, the temperature comfortable and windows have film on them. Children are also prevented from entering the kitchen and cannot exit unsupervised. Children easily access a very large range of suitable toys, furniture and equipment which are all age-appropriate, attractive and well maintained. For example, they spend some time in the well equipped home corner developing their imaginations or explore the many other opportunities available to them. Staff employ a number of strategies to keep children safe, including a CCTV camera at the front door. Although children quickly become aware of the fire drill, and clear signs are displayed at the exits, the fire precautions are being extended because there are no smoke alarms at the moment. Children learn to avoid accidental injury as they become familiar within the setting and explore confidently and safely. Staff check that the premises and resources are safe and clean on a daily basis so that children experience no hidden dangers. The pre-school has all the required procedures and documents in place to ensure that children's welfare is safeguarded and promoted. For example, most members of staff hold

current first aid certificates and have a secure understanding of child protection procedures in line with the local Area Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children very quickly settle and become happy in the setting once they have left their parents and joined their peers playing in the back room. Children are involved in a very broad range of planned activities and spontaneous events which support their development and learning. They choose from an extremely wide range of suitable toys and activities and often spontaneously gather together to play imaginative games. For example, they sit in a line of chairs, with a staff member in the middle, playing rockets. Their creativity is extended by the member of staff as she invents a story about going to the moon and then initiates some junk play where children make treasure boxes.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and plan to extend most children's learning appropriately. However, in some areas such as maths, more able children are not always being stretched so that they reach their potential. Staff have a good knowledge of individual children and often ask about children's home lives to help enhance recall and memory skills. Staff are using effective teaching methods to help children progress. For example, they interact with children in small and large group activities and in the book corner. Staff are also sensitive enough to give children the freedom and time to explore and experiment by themselves. Staff help children to feel secure and encourage, support and respect their initiatives. For example, children are challenged to extend their learning by writing their own names on their creations. Children are becoming confident as they make decisions, whilst investigating the many appropriate activities that are presented to them. For example, a number of them visit the decorated home corner where they play with and investigate a number of familiar household objects. Children relate well to adults and are beginning to socialise and make friends. They converse a great deal whilst congregating in small groups in one of the corners, undertaking various activities such as painting or building up towers of bricks. Children are confident enough to speak in a familiar group, whilst maintaining attention and concentrating on the subject. For example, at circle time the leader asks them to call out the days of the week and most children respond. Children listen and respond with enjoyment and attention when they sit in the book corner to browse books, gather together to listen to stories, join in songs and rhymes, or make up stories arising from their play, such as their journey to the moon. Most children count reliably up to nine and are frequently invited to use numbers in everyday situations. For example, a notice saying that only four children are allowed in is displayed clearly at the entrance to the home corner. Children are encouraged to investigate objects and materials according to their interests and ask questions about why things happen and how things work. They move freely and confidently, imaginatively and safely indoors as they develop their control and co-ordination in a variety of ways. Outside children develop their gross motor skills on suitable apparatus and enjoy other activities such as painting, sand and stretching their limbs in the fresh air. Children are recognising how sounds are used by singing simple songs and action rhymes. They explore colour, texture, shape and form as they paint or make things, such as mothers' day cards.

Helping children make a positive contribution

The provision is good.

The pre-school provides a meaningful range of activities and resources to promote a positive view of the wider world. Staff increase children's awareness of diversity and their understanding of others. For example, they celebrate a number of festivals and also enjoy tasting food from different countries. Staff also erect pictures showing positive images of children and everyone is welcomed into the group by a poster written in different languages. Overall, children's spiritual, moral, social and cultural development is fostered. Children have their specific needs met by staff who work in close partnership with parents to value and respect each child as an individual. Their needs are met well as a member of staff takes special responsibility to liaise with parents and keep detailed notes on children's development needs. Children show care and concern for each other and play together harmoniously helped by staff who talk to them sensibly about any misbehaviour. For example, when a child dabs another with a paintbrush a staff member calmly explains why it is not a good idea. Partnership with parents is good. Children are secure because their continuity of care is enhanced by the pre-school which is run by a parent committee. Children benefit because the management ensure that all parents are fully informed about and included in making decisions about their children's welfare. For example, staff put notices onto a board and send out newsletters for parents.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. Staff contribute effectively to children's progress towards the early learning goals and ensure that plans are in place to promote the well being of children. Children's security and development is constantly improved because adults have a clear sense of purpose and a commitment to continual improvement. For example, all staff hold suitable, enhanced Criminal Records Bureau checks and most embark on further training after their initial induction and probationary period. Children quickly settle and feel at home in the well organised environment. Staff are sensitive and interact appropriately enabling most children to become confident enough to initiate and build on their own play and learning. Although some telephone numbers are out of date, most policies and procedures are informative and used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them involved in the setting and in particular with their own child's activities. This contributes to continuity in the children's care. Comprehensive planning and information systems are monitored and adapted to keep children safe and to enable them make good progress in all areas of their development.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. They now have a wide range of suitable activities that help children value diversity. They were asked to meet any recommendations made by the Fire Safety Officer regarding fire drills and record information about children's special dietary requirements. Fire drills are now held regularly

so that all children become aware and staff are careful to make it clear when children have special dietary requirements.

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 any 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 fire precautions are sufficient
- up-date telephone numbers on relevant policies and procedures.

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):

- consider how to expand activities in order to extend the knowledge and skills of more able children.

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