

Rainbow Kabin Pre-School

Inspection report for early years provision

Unique Reference Number	301041
Inspection date	11 May 2007
Inspector	Susan Elaine Heap
Setting Address	The Kabin, Garforth Street, Chadderton, OLDHAM, Greater Manchester, OL9 6NN
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Registered person	Christine Spencer
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 Kabin Pre-school opened in 1982 and operates from a purpose-built building. It is run by a management committee. It is situated to the rear of Chadderton Congregational Church, in Chadderton, Oldham. A maximum of 16 children may attend at any one time. The pre-school is open each weekday from 9.15 to 11.30 and 12.45 to 15.00, term time only. All children have access to an enclosed outdoor play area.

There are currently 34 children aged from two to under five years on roll. Of these, 26 children receive funding for early education. The pre-school currently supports a number of children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs four members of staff. Of these, two hold appropriate early years qualifications and all have many years experience of working in a childcare setting.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well protected from infection through clear hygiene routines being in place, which include wiping tables before or after snack time and the cleaning of toys and equipment. There are well written procedures for staff to follow to ensure the cleanliness of the areas used. As a result, children are cared for in a clean and well maintained environment. Children are learning the importance of good personal hygiene and state clearly and confidently why they wash their hands. The setting's arrangements for first aid and medication meet requirements and further promote and maintain children's welfare.

Children's health is fostered through the provision of very healthy snacks and the setting has gained a healthy eating award from the local authority. As a result, children have slices of fresh fruit daily together with crackers, bread sticks or toast. Children are gaining a good understanding of their needs and preferences as they independently pour their own drinks from the jugs of milk and water. They sit in small, sociable groups at snack time, however, they do not always talk as they are too busy enjoying eating their fruit. Their understanding of healthy eating is further developed through their discussions and activities with the staff. For example, children say, 'these apples are very juicy' and a member of staff reminds them about the discussion they had yesterday when they were talking about how apple juice was made. Children clearly recall what was said and what they have learnt.

Children access outdoor activities daily which contribute to their good health. They run and play in the fresh air and practise their physical skills using equipment, such as wheeled vehicles and balls or digging in the sand. They practise throwing and catching beanbags, playing with hula hoops or exploring in the play tent and tunnel. Children particularly enjoy and beam with delight as they play with twirling ribbons while a compact disc of world music is playing. All these are enjoyable and contribute to children developing a positive attitude towards physical exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, well maintained and very child-centred environment. Displays of children's work are bright and attractive which helps to develop children's sense of belonging and to create a very welcoming setting to both children and parents. Although space is limited, children are able to move around safely as the staff have organised the room to provide different areas for the children to play, such as the book corner, the role play area and the creative area. Thorough risk assessments are in place and completed and staff are particularly vigilant to ensure that children are protected through good supervision when they are playing in the outdoor area.

Toys and equipment are of good quality and conform to required safety standards and are checked regularly for their safety and suitability. This ensures that children have a good selection of toys and equipment to choose from that are of a consistently high standard.

Children are developing an understanding of their own personal safety through topics and activities and their discussions with the staff. For example, they learn about road safety on

their visits in the local community, to the park or the library and staff give gentle reminders to them as they play, such as being careful not to slip in the jelly which has spilt on the floor.

Children are protected well because all staff have a clear understanding of their roles and responsibilities within child protection. A nominated member of staff takes responsibility for the handling of concerns and staff understand about monitoring children that they have concerns about. All the required documentation which follows the Local Safeguarding Children Board procedures is in place and is available on the parents' notice board.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily greet the staff on arrival and join a group activity or choose their own game. They are relaxed and confident in the caring environment. Staff are particularly sensitive to the individual needs of less confident children who are offered appropriate support to ensure they are happy and secure within the group. Children have developed good relationships with the staff and each other. This is due to the good ratios of adults and volunteers who interact well with the children and support their care, learning and play needs. The sessions include a good balance of quiet, active, indoor and outdoor play experiences. Children are motivated and interested in their play and are developing well through the provision of a broad range of planned activities and opportunities.

The 'Birth to three matters' framework is in the early stages of development and, as a result, children benefit from a broad range of sensory experiences, such as exploring jelly and natural materials. However, planning for children's individual development and next steps are not fully developed. Children have opportunities to acquire new skills, knowledge and experiences as they visit the library for story times or go for sound or colour walks in the local community.

Staff throughout the pre-school work at children's level and give them good eye contact which helps them become confident communicators. They spend time talking and playing with the children, helping them learn by extending their language and understanding. For example, children are fascinated as they play with the jelly in a bowl, while a member of staff asks them questions, such as 'What does it feel like?'

Nursery Education

The quality of teaching and learning is good. The staff have a secure knowledge and understanding of the Foundation Stage and how children learn. A variety of teaching styles are used and children have opportunities to work on a one-to-one basis with a member of staff or in small or large groups. They also have the opportunity to lead their own play. As a result, children are motivated and interested in their play and learning. The activities and experiences provided to the children effectively cover the six areas of learning. Staff have a good understanding of each child's ability level as they identify ways to support their learning through skilful questioning and guidance. Written observations of children's play securely link to the stepping stones within the six areas of learning, however, planning does not clearly reflect the next steps for each child's development.

Children enjoy their time in the pre-school and say they have 'fun' when asked. They show interest in the activities provided for them and many are able to concentrate for long periods on their chosen task. For example, a group of three-year-olds confidently and accurately practise writing their names unsupported by adults. They behave well and show good self-control and

learn to take turns in their play. They are developing their independence skills as they pour their own drinks at snack time or put their coats on before they go home or outside to play. Children benefit from the development of language and communication that is promoted throughout the setting and staff model language and speech patterns effectively. As a result, children are becoming confident communicators and speak clearly and confidently and listen well during circle time as they tell a member of staff which song they would like to sing. This time is particularly beneficial for those children with English as an additional language. Children enjoy looking at books and listen to stories carefully.

Children learn basic concepts and solve problems and staff include mathematical language and calculations during activities in the day, such as singing songs like 'Five little speckled frogs', counting and subtracting with their fingers or using visual aids, such as puppets or soft toys. They learn to sort, classify and compare shapes and sizes as they print patterns with rectangles, circles, or triangles, sing songs about shapes and draw them in the air with their hands and fingers or help tidy away. Children confidently hold up three or four fingers when asked how old they are.

They are developing a sense of time as they have regular opportunities to talk during circle time about the weather, what season it is and the days of the week. For example, while singing a song about the days of the week children instantly recognise that today is Friday and shout this out. They show interest in simple technology, such as playing with remote-controlled cars, using calculators or practising how to use fasteners, such as Velcro, press studs, buttons and zips on the soft toy animals. They explore and investigate using their senses as they play in the jelly and talk about the colour, texture and the smell and whether it is hot or cold. They enjoy using new language, such as 'squidgy' and 'squashy' at this time.

Children use a range of tools to develop their fine motor skills, such as using pastry cutters and rolling pins when playing in the play dough, or using pencils, glue spreaders, scissors and crayons. They play with a range of large equipment out of doors to develop their physical skills. They are able to negotiate space well when sitting down at circle time and carefully pedal bikes backwards and forwards when playing outside, taking care not to bump into anyone. Overall, children make good progress through the stepping stones given their capabilities and starting points.

Helping children make a positive contribution

The provision is good.

Partnership with parents and carers is good. Parents are positively welcomed into the group and greeted warmly on arrival. There is a wealth of information available to them on the parents' notice board about what is on offer at the group, the policies and procedures and the range of activities provided. The simple information leaflet gives information about the nursery education and the six areas of learning. Parents can discuss any issues when necessary as the setting has an open door policy, information is exchanged daily on a verbal basis and parents can also access their child's individual development file. Systems are in place to share pre-school children's development records with parents as they are invited to attend a meeting to discuss their child's progress in the summer term. However, systems are not fully established to involve parents in children's learning and assessment throughout the year.

Children are respected and valued as individuals by a staff team who place great emphasis on children's emotional well-being. The staff team work effectively and successfully with parents and other professionals to ensure each child's individual needs are met, which enables them

to play an active part in the setting. Children with additional needs, language or communication difficulties are particularly well supported while being cared for in a caring and nurturing environment. Children's knowledge of the wider community is fostered well through the use of a variety of quality resources and books which contain positive images of race, culture, gender and disability. This is supported and extended through discussions and planned activities about different festivals, such as taking part in a Chinese dragon dance. Children are involved in fundraising events for charities which raises their awareness of the needs of others. As a result, children's spiritual, moral, social and cultural development is fostered.

Children are well behaved and show a good understanding of what is expected of them. For example, they work cooperatively together and help to tidy up before snack time and before going outside to play. Staff use consistent methods of behaviour management and act as good role models, consistently praising children and encouraging the use of good manners. Children explore their emotions and take part in making the ground rules for the setting during circle time. For example they have made a book with cut-out pictures from magazines and discuss the simple rules, such as 'we will walk inside' or 'we use our hands to help one another'. In addition, laminated pictures, on a key ring, are used to help children with additional needs, communication difficulties or English as a second language, such as 'I want to drink' or 'I feel ill'. Great emphasis is placed on the positive approach in the way the staff work with children which helps to foster children's confidence and self-esteem.

Organisation

The organisation is good.

Children are cared for by a staff team who have a strong understanding of their roles and responsibilities in helping children enjoy and achieve. The staff work well together to promote the effective running of the pre-school and each team member has a lead role in one area, such as being the designated child protection officer or special educational needs coordinator. All staff have a strong understanding of the policies and procedures that are in place to protect children and keep them safe and healthy. All the legally required documentation is in place and meets the requirements of the National Standards. The size of the group and the adult-child ratios positively support children's care, learning and play. For example, volunteers and additional staff are available daily to support the staff team or children with additional needs when required. The use of a key worker system within the small group positively ensures children are well supervised and receive good levels of staff support.

The leadership and management of nursery education is good. There are systems in place to support the staff in their professional training and development. For example, staff regularly attend short courses throughout the year to develop their skills and knowledge. The staff team evaluate and appraise their daily practice with the children which means that the care and education offered is continually being monitored and reviewed. For example, they have completed their own self-evaluation form and identified under each outcome what they need to improve. An action plan has been put in place. The majority of the points and issues raised have already been completed and achievable dates have been set for the others.

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

Improvements since the last inspection

At the last care inspection the pre-school was asked to: improve the settling-in procedure; ensure the outdoor area is safe and secure; increase parental involvement and encourage parents

to contribute assessments on their children; and obtain parents consent for emergency medical treatment.

The partnership with parents has improved through: annual open days being held; children are gradually introduced to the setting through short visits with their parents until they feel secure and are settled; a questionnaire is used to find out children's likes, dislikes, preferences and what they can do; and documentation has been revised to include written parental consent for emergency medical treatment. Staff have replaced the trees to secure the perimeter fence but these have been stolen. They have sought additional funding for new fencing but have been unsuccessful in their application. Thorough risk assessment of the outside area is completed daily and staff are deployed effectively to ensure that children cannot exit the outside area. In addition, children are made aware of the boundaries that are in place to protect them and keep them safe through discussion and reminders being given. Children show a good understanding of this and play within the designated areas safely and with consideration. This has improved children's safety.

At the last nursery education inspection the pre-school was asked to: develop the book area and encourage children to use books in other areas to support their learning; develop the creative area to encourage children's independent access; provide more opportunities for mark making for the children to express themselves freely; and increase staff knowledge and understanding of the early identification of special needs.

The book area now includes a selection of reference books, for example, cookery books, which children access and use in the role play area. The furniture in the creative area has being rearranged to make this more accessible to children. In addition, a selection of creative materials are stored in see-through boxes and stored on the windowsill and a selection of paints, pencils, crayons and paper are stored on a low-level table which children can access. The mark making area has also been made more accessible with pencils, crayons, number shapes, calculators and paper and children use these freely to make shopping lists as they play in the role play area. The play leader is the designated special educational needs coordinator for the setting and has attended the relevant training. The setting works closely with parents and other professionals within the local authority to ensure that children with additional needs or on individual education plans are well supported. These have all improved children's play, learning and progress.

Complaints since the last inspection

Since 1 April 2004 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.

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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 that observations of children and their individual assessments are used to fully inform future planning to effectively support the learning needs of each child (also applies to nursery education).

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):

- continue to develop systems to involve parents in their child's learning and share assessment records on a regular basis.

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