

Rainbow Pre-School Goole

Inspection report for early years provision

Unique Reference Number 314596
Inspection date 17 April 2007
Inspector Sharon Watson

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Registered person Rainbow Pre-School Goole

Type of inspection Childcare

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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

The Central Methodist Community Pre-School Playgroup opened in 1979. It is located in Goole and is accommodated in the local Central Methodist Community Centre. The Pre-School Playgroup serves the local community and surrounding areas. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open three mornings each week from 09.30 to 11.30 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 29 children aged from two to under five years on roll. The nursery currently supports children with learning difficulties and disabilities. The playgroup employs five members of staff, and all hold appropriate early years qualifications. The setting interlinks with the local authority Early Years and Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from premises and equipment that are clean and tidy. Staff mostly implement good hygiene practices to control the spread of infection. For example, they use antibacterial

spray on all surfaces and wear gloves when nappy changing. Children are learning to take responsibility for their own hygiene as equipment is provided and routines are implemented. For example, a toilet step and seat help children gain independence in toileting and hand washing. They know to access individual towels for hand drying and to put them in a laundry bin. Children's health and safety is promoted as staff implement suitable policies and procedures.

The health and wellbeing of the children is promoted as they engage in robust physical outdoor play. They independently access a range of toys for example, a climbing frame, slide and rocker. Some children skilfully manoeuvre sit n rides and small trikes. This ensures children engage in regular exercise that develops their balance and co-ordination and helps them to gain control of their bodies.

The special dietary requirements of children are acknowledged to ensure their health and safety. They receive a snack of a biscuit and milk during the morning although this does not reflect healthy eating. Appropriate feeder cups are accessible to the children to promote independence. However, there is no fresh drinking water available during the sessions for children to access.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The setting provides a welcoming and stimulating environment for the children. Rooms are very child focused and visual displays enhance children's learning and recognise their achievements. Access to areas set up for the children is good and they can move freely between playrooms. There are appropriate opportunities for children to engage in floor play as carpeted areas and bean bags mostly provide comfort for the children. Adequate storage space ensures clutter free rooms and this promotes children's safety.

There is suitable and sufficient child sized furniture accessible to the children. For example, table and chairs are appropriate for them and ensure they all can be seated at snack time. Toys are generally clean and well maintained and are safe for children's use. A variety of tools are provided for painting, for example, brushes, printing blocks and sponges. This ensures children of varying ages and abilities can join in.

The children's safety is enhanced through vigilant staff supervision. For example, children are supervised in toilet areas at all times. They remain safe in their environment as access to the building is secure. Systems are in place to maintain children's safety. These include, a buzzer on entry and staff acknowledging who is on the premises by use of a visitors book. Children are learning to keep themselves safe as they respond to the rules of the setting. For example, they know to sit down and line up as appropriate. An emergency evacuation procedure is practised by the children and this helps them learn to take responsibility for their own safety. Children generally benefit from the staff's knowledge of signs and symptoms of abuse. However, their knowledge of Local Safeguarding Children Board procedures is limited and therefore impacts on children's safety.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and generally remain interested in their play at the beginning of the session. Separate activity tables ensure the children have choice and the painting table maintains the interest of an older child as he works alone. Children are displaying signs of gaining independence as they take off painting aprons and hang them up as appropriate without instruction. There

are lots of opportunities for the younger children to engage in floor play in particular, they show interest in using the cars and train track. Staff generally support children well and engage them in conversation throughout their play.

Children respond well initially to the singing and action rhyme activity prior to snack time. However, the session being too long does not maintain the interest of all the children. There is also little opportunity for children to relax and develop social skills at this time due to inappropriate use of story time. Lots of visual pictorial aids link to letters and provide good support for developing children's language and communication.

Staff use number appropriately throughout the session. For example, line up time provides opportunity for children to use number in repetition as they are counted prior to going outside. Some children confidently sit at the front of the group and count in sequence. Staff support all children to do this and use praise effectively raising children's self-esteem. Children's progress is monitored through the key worker system. They are observed in play and their progress is recorded and reflected in the planning to meet children's individual abilities.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the group by friendly staff. Most children are confident and approach staff with ease. Staff remain sensitive to the needs of the children in particular, they provide reassurance for the younger children as some remain seated on staff's knee during group time. The gaining of information from parents and the use of the welcome pack ensure children's individual care needs are met. For example, staff support children with toilet training. Policies and procedures are available to parents, however, general information and the routine of the day is not made clear to them. This limits the opportunity for them to share in their children's learning and development.

Children access a good range of resources that meet their age and level of ability. Displays clearly evidence cultural topics enjoyed by the children, for example, Indian culture is shared with them and helps them to learn about diversity. Farming is the current topic and helps children to gain an understanding of their community. Good systems are in place to support children with physical and learning disabilities. This ensures all children are able to join in with activities at a level appropriate to their age and stage of development.

Staff are vigilant in monitoring children's behaviour and quickly respond to incidents. Children are learning to take responsibility for their own behaviour as they respond to tidy up time and the general rules of the setting. They are generally well behaved although at times the length of activities create some distraction amongst the younger children. Staff continuously reinforce children's positive behaviour through praise. For example, well done is used appropriately as children help to tidy away toys.

Organisation

The organisation is satisfactory.

There is adequate space in which children can move around easily. Staff are deployed effectively to ensure children's safety when accessing two rooms. Table top activities are set up allowing children to move freely between areas. Children benefit from a key worker system that meets their learning and individual needs and a low turnover of staff provides them with consistency of care.

New staff members receive a full induction to the setting and this ensures children receive quality of care. A vetting procedure is in place to maintain children's safety. However, this does not reflect current practice. All staff have early years qualification and are committed to further training to enhance children's care and learning. Adult-child ratios are met and children further benefit from regular volunteers who bring new ideas to the setting.

Adequate policies and procedures are in place, however, documentation is not reviewed regularly and therefore, does not keep staff and parents up to date with current practices and changes to the setting. All staff are aware of their roles and responsibility and work effectively as a team. This ensures commitment and consistency of care for the children. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to review activities for the whole group to ensure the needs of all the children are addressed. The children mostly benefit from improvement made to the activities. However, the snack time routine does not consider the needs of all the 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 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

On the basis of the evidence collected on this inspection:

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

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):

- provide activities and play opportunities that are developmentally appropriate and meet children's individual needs
- ensure the child protection policy, complaints and vetting procedure reflect the changes as shown in the National Standards for under 8s day care and childminding addendum
- ensure all staff have up to date knowledge of the child protection procedure in accordance with the Local Safeguarding Children Board procedure
- ensure fresh drinking water is available to children at all times.

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