

Rainbow St Peter's Pre-School

Inspection report for early years provision

Unique Reference Number	512687
Inspection date	26 June 2007
Inspector	Linda Filewood
Setting Address	Hough Lane, Leeds, West Yorkshire, LS13 3NE
Telephone number	0113 2146078
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Registered person	Rainbow St Peter's Pre School
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 St Peter's Pre-School is managed by a voluntary management committee made up of parents of children at the pre-school and members of the local community. The group is located within a recently refurbished and adapted classroom at St Peter's Primary School in Bramley, Leeds. A maximum of 25 children may attend at any one time. The pre-school is open weekdays, term time only, and sessions are from 09.00 until 13.00. Children have access to a secure enclosed outdoor play area and the school's main hall.

There are currently 35 children aged from two years to under five years on roll. Of these, 29 children receive funding for early education. The group serves the families of the local area. The pre-school currently supports a number of children with learning difficulties.

The pre-school employs five members of staff who all hold appropriate early years qualifications. The group receives the support of an advisory teacher from the local authority and the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of hygiene through consistent daily routines. Staff follow effective procedures and practices to ensure children play in a healthy environment. For example, tables are cleaned before and after snacks and all equipment is washed regularly. Most children are independent in their personal care and confidently wash their hands after messy activities, such as painting and after using the toilet. A clear sickness policy is in place, which ensures that parents are aware of when not to bring their children to avoid passing on infections. A first aider is on duty at all times and written consent from parents is obtained for giving medication and for seeking emergency treatment or advice. This means that children receive appropriate treatment should they have an accident or become ill and their health is well maintained. However, confidentiality is not always fully considered when completing the medication records.

Children are offered healthy and nutritious snacks of toast, fruit and vegetables, for example, during the session. Staff obtain information from parents about any specific dietary requirements and ensure that these are met. Children have access to a drink at snack time and extra drinks are offered by staff, particularly when playing outside.

Staff provide the children with a good and enjoyable range of activities and resources both indoors and outdoors that contribute to a healthy lifestyle. The improved outdoor play area offers children opportunity to practise and develop confidence in their physical skills. For example, children proudly demonstrate the speed they can scooter around the paved area, carefully negotiating obstacles. They respond well to rhythm and music and enjoy waving ribbons in time to the music. Children sit quietly during group activities and successfully work out how much room they will need to be comfortable. They use a range of small and large equipment well. For instance, they push and pull doll's pushchairs, use tools, such as scissors and pencils competently, and enjoy threading pasta to make necklaces.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good security precautions are in place, which ensures that children are cared for in a safe indoor and outdoor environment. For example, the outdoor area is thoroughly checked before use and parents can be clearly seen before they are admitted to the setting. Space is organised well and there is sufficient space between equipment and tables to allow children to move freely in order to access different areas of play. Children use good quality equipment appropriate to their age and stage of development. All resources are displayed well and easily accessible to the children.

Children are helped in learning to keep themselves safe as staff routinely give them gentle reminders on how to be careful and how to avoid accidents. For example, they are reminded not to move tables in case they trap their fingers and not to run around the room. Fire safety is well considered and the staff are fully aware of their individual roles when carrying out an evacuation of the premises. Children are well supervised at all times, particularly when using the toilets, which are shared with the children in the school's reception class.

Children's welfare is well considered and they are protected at all times. Staff have a clear understanding of child protection issues and have recently updated their knowledge by attending further training. They are confident in putting appropriate procedures into practice, if and when necessary. Parents are fully aware of the setting's policy for the safe collection of children and advise staff of any changes to persons collecting children at the end of the session.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a good variety of activities and experiences, which contribute well to their development in all areas. They are very happy, confident and occupied throughout the session. Good interaction with the staff has a positive impact on the children's well-being and security. They relate very well to the children, offering good support, encouragement and meaningful praise. Children are confident to play independently or in small friendship groups and choose the resources that appeal to them. Staff know the children very well, are fully aware of each child's developmental needs and offer good challenge to more able children. Good quality adult-child interactions are very supportive of developing communication skills.

Plenty of opportunities are offered to the children to take part in creative activities; they paint, model and draw eagerly. All areas of the inside space are well used by the children as they, for example, play in the home corner, relax by looking at a book or interact well with staff in the movement area. Children are given good encouragement to become independent. For instance, they put their pictures away in individually named drawers and older children help younger ones to find their names.

Nursery Education

The quality of teaching and learning is good. A flexible approach to planning allows children's interests and individual developmental needs to be included in the daily activities. Children benefit from staff who make skilful use of questioning techniques to encourage them to talk and think about what they are doing. Generally effective systems are in place to observe and record children's achievements and to plan for the next steps in their learning. However, observations are not always clearly linked to the stepping stones and often do not show what children know, understand or how they approach learning.

Children access a wide range of good quality resources, which support their development across all areas of learning. All children are eager to learn and participate well in activities. They listen quietly to stories and some can recount a favourite story from a book read at home. All children use paintbrushes and pencils with ease to form marks and happily talk about what they have drawn. Older children are beginning to form recognisable letters and are challenged well to build on their knowledge. Their work is well displayed and they proudly show their contribution to the display or the picture they have drawn using the computer. Children use their imagination well and imitate what they have observed. For instance, they put a 'baby' over their shoulder and pat it on the back or pretend to be a dog catching a stick. Staff support the children well in helping them to learn using all their senses. They make good use of questions to make the children think about what they are feeling, particularly when they have paint on their hands or when they float scarves over another child during a movement session.

Children play harmoniously together. They learn to share when using equipment, such as the computer and patiently wait their turn. Children confidently chat about their lives and experiences. Older children talk eagerly about leaving the pre-school and moving to the 'big'

school and others relate stories about their pets. Planned activities, such as games, help children gain confidence in using numbers in their play and many children can count beyond 10 with ease. Children use mathematical language spontaneously during play and have a good understanding of shape and measure. Daily practices, such as restricting the number of children in the movement area, support the children's understanding of calculation and staff offer clear explanations when more children wish to use the area.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed and play a full part in the pre-school because staff value their individuality and ensure that they receive extra support if needed. Staff work well with parents and outside agencies in providing for children's individual needs. Children have good opportunities to learn about themselves, each other and the world around them through planned activities and visitors to the setting. For example, parents are invited to talk to the children about their culture and children enjoy learning about hand painting and try to use chopsticks when eating noodles. Children generally behave well. They are well supported in their understanding of right and wrong and respond well to gentle reminders about their behaviour. Staff have a sound knowledge of appropriate behaviour management as they have attended further training to improve their understanding.

The partnership with parents and carers is good and contributes significantly to the continuity of care the children receive. Staff actively seek information from parents about their children's needs before their child starts at the setting. Questionnaires about the care their children receive are sent out on a regular basis throughout their time there. Staff ensure that all parents know how their children are progressing and developing through regular discussions with their key worker and they are given clear information on the Foundation Stage curriculum. Parents receive good information about the pre-school through newsletters and notices, which help them to become involved in their children's learning. They are well informed about their child's daily routine and policies and procedures are always available. Children benefit greatly from the involvement of their parents on the management committee, parents' rota and visits to the pre-school.

Organisation

The organisation is satisfactory.

The organisation of resources, space and staff deployment effectively contributes to the children's good health, safety, enjoyment and achievement. Sessions are organised satisfactorily and children are comfortable with the consistent routines. Most records, policies and procedures required for the efficient and safe management of the provision are in place and accurately maintained. However, although the policies and procedures reflect the practices of the provision, they are not always reviewed regularly to reflect changes and information available to parents sometimes is out of date. Staff clearly know and care about all the children in the group and undertake extra training to update their knowledge, which has a positive impact on the children's welfare and development.

Leadership and management is satisfactory. Suitable recruitment and vetting procedures ensure children are well protected and cared for by appropriately qualified staff. New staff follow a satisfactory induction procedure but, once in post, an appraisal system is not in fully in place

to identify and address any gaps in their own training needs. Children clearly benefit from staff who fully understand their roles and responsibilities; all are involved in planning but this is not always evaluated to inform future planning. The setting monitors and evaluates the progress of the children through mostly effective assessment records which are shared with parents. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that clear, realistic behaviour boundaries were consistently applied in a positive manner, so that children had a good understanding of agreed behaviour codes. All staff have attended behaviour management training to increase their understanding of behavioural issues. They consistently apply positive strategies to manage children's behaviour, taking account of the realistic expectations of children's differing abilities.

The provision was asked to make sure that good general health and hygiene practices were effectively implemented to help children develop good personal hygiene skills, so keeping their bodies healthy. Consistent routines are in place to support the children's understanding of good hygiene. Hygiene topics are covered with the children, who are developing a good understanding of how to keep themselves healthy.

A further recommendation to organise space and develop resources outdoors was made, in order that this area was used effectively to extend children's learning in all areas of development. Improvements are continuing to be made in this area but already the children are making good use of the increased outdoor play opportunities.

As a result of the previous nursery education inspection, the provision was asked to develop ways in which older and more-able children's learning and independence could be extended further, through both planned and practical activities. Staff offer good challenge to all children through skilful interaction and questioning techniques, which help children think further about what they are doing. They have acted on suggestions from outside advisers about resources to use and successfully use activities to build on what children already know and understand. Children are encouraged to be responsible and independent during the session. For example, older children help distribute the snack and cups to others and all children are encouraged to become independent in their self-care.

It was also suggested that they extend the provision of resources which encourage children's designing and making skills to construct, join and assemble a range of materials. An ample range of resources is now available to the children and they enjoy investigating construction materials, such as junk modelling, building blocks and interlinking bricks.

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.

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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):

- improve the recording of medication details, in order to respect confidentiality
- ensure that all policies and information available to parents are updated regularly and reflect any changes
- develop and implement an appraisal system for the manager and staff.

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):

- develop the assessment system to ensure observations relate to the stepping stones, show clearly what children know or understand and how they approach learning
- improve the system for the evaluation of activities, in order to inform future planning.

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