

Rainbow Pre-School

Inspection report for early years provision

Unique Reference Number	EY252578
Inspection date	14 September 2007
Inspector	Keriann Belcher
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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 opened in 1968 and is run by a parent committee. It operates from a scout building in Stoke Poges Village. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 until 11.45 and from 12.15 until 14.45 during school term time, all day session 09.00- 15.00. Children have access to a large secured enclosed outdoor play area.

There are currently 38 children aged from two years to under five years on roll. Of these 22 children, receive funding for nursery education. Children come from a local area. The pre-school currently supports children who speak English as an additional language.

The pre-school employs five staff, of these four of the staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy healthy snacks of fruits such as cucumber and banana. Their individual dietary needs are well known and followed by staff. The older children help to cut up the fruit and pour their own drinks of milk, juice or water. All children sit together to enjoy their snack and staff sit with those children who bring in packed lunch to eat in a relaxed and social atmosphere.

All of the staff are first aid qualified and accident records are completed appropriately, which means children are well protected in the event of an emergency occurring. Effective recording procedures are in place for the recording and administration of medication.

Overall, children's health is promoted as staff implement generally good hygiene procedures within the pre-school. For example, children do not attend if they are ill and the premises is regularly cleaned. The children are aware of the need to wash their hands after using the toilet and before eating. However, on occasions their health is compromised as they share straws when they do bubble painting, some garden play equipment is dirty and not all bins are covered with a lid.

Children are developing a positive attitude to physical exercise which is enjoyed on a daily basis. There are good opportunities for free flow of play between the indoor and outdoors. Consideration is given by staff to extend children's learning through planning for outdoor play to ensure a broad range of experiences and skills are developed such as skipping with ropes, riding on bikes and playing basket ball.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. Risk assessments of the premises have been undertaken and any potential hazards have been removed. The premises are secure and there are good procedures in place to prevent any unwanted visitors gaining access. Fire drills are held each half-term which ensures children have an awareness of how to evacuate the building safely.

Staff provide a warm welcome to parents and children. Parents bring their child into the pre-school and settle them into an activity. The environment is clean and welcoming. For example, the bathroom has recently been decorated using a sea world theme and children's artwork is displayed on boards around the playroom.

Children are encouraged to self select their choice of play from the varied range of activities set out each day. Space is well organised to allow children to engage in floor or table top activities and to also enjoy time to relax and share books in the book corner.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery. Most children are happy and settle well into the nursery setting and new children are supported well by staff to become familiar with the routine. They

play well alongside each other and the resources are effectively organised to ensure all children are happy and engaged in meaningful play according to their age and stage of development.

The staff plan and provide toys and resources to encourage children to be creative and imaginative through activities such as role play. The children's self esteem is promoted as they dress up in traditional Spanish costumes and admire their appearance in the mirror. They create own pictures using a variety of materials and textures. For example, glue, wool and sweet papers.

Nursery Education.

The quality of teaching and learning is good. Children's attitudes to learning is positive. They are excited and enthusiastic to take part in activities. They have very good relationships with each other and familiar adults and play well together, sharing and taking turns. Children are very articulate and can hold meaningful conversations with adults and each other. They talk confidently about past experiences and recall events, such as their holidays. Children enjoy writing for a purpose and some children can write their names well. Older children are learning letter sounds and can spell out simple words. Children develop their understanding of numbers and mathematical concepts through everyday practical activities. Staff work directly with the children supervising them at activities.

Experienced staff provide lots of opportunities for discussions or challenges. Older children have very good opportunities to develop their creativity as they have free access to explore a wide range of materials to paint using various implements. However, the role play area is poorly resourced and uninviting which reduces the play opportunities for the children.

Staff have a good understanding of the Foundation Stage and plan an exciting curriculum. For example, topics on mini beast, people who help us, festivals and celebrations. Staff evaluate focussed activities and record the children's progress and next steps for learning on the evaluation sheets. Before the children leave for school individual assessment profiles are completed.

Helping children make a positive contribution

The provision is good.

Children have access to a meaningful range of resources and activities which promote a positive view of the wider world and increase their awareness of diversity. They are provided with resources such as dolls, books and dressing up clothes and celebrate various festivals or traditions throughout the year. For example, children experiment eating with chop sticks at new Chinese New Year or have their hands painted with henna at Eid.

Children's behaviour is of a good standard and appropriate for their ages. The established children have a good understanding of the behavioural expectations of the pre-school and the atmosphere created by staff is calm and relaxed, which then influences children's moods. This positive approach fosters children's spiritual, moral, social and cultural development.

The setting has a clear understanding of the needs of children with learning difficulties and/or disabilities. There is a Special Educational Needs Coordinator within the Borough who works with the children, parents and outside agencies if required.

Partnership with parents is good. There is a lot of information given to parents on the Foundation Stage curriculum when their child first starts the pre school and throughout their attendance

via newsletters and formal meetings. In addition to this staff are welcoming and are approachable to discuss individual children's development at any time. A parents' rota system is in place to encourage parents to come and help out at the pre school occasionally. The pre-school involves parents in topics that the children are working on such as "people who help us". For example, a parent who is a physiotherapist brought in equipment and aids for the children to explore.

Organisation

The organisation is good.

Established children share good relationships and new children are developing strong links with their key worker. The staff who have been thoroughly vetted for their suitability to work with young children, which safeguards the children's welfare. Staff work well together and support each others roles to ensure the smooth running of the session. The organisation of the hall and the planning of the activities are managed well to meet the individual needs of the children. All policies and procedures which are required for the efficient and safe management of the provision and for the children's wellbeing are in place.

The leadership and management of nursery education is good. The manager works directly with the children and provides a good role model to staff. She has a good understanding of the Foundation Stage and has worked with the staff team to develop the curriculum offered. There are satisfactory systems in place for evaluating teaching methods and to monitor staff's performance on a regular basis. The manager has a commitment to improvement and encourages staff to attend relevant training to develop their knowledge further.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the pre-school was asked to consider alternative training avenues to meet needs, in particular knowledge of child protection and updating staff qualifications. Staff have refreshed their child protection knowledge and understanding and attended various training to update their learning on current childcare practises. This ensures that staff maintain the relevant skills, knowledge and understanding to their role.

The pre-school was also asked to consider the implementation of procedures for general cleaning and improvements to the décor of the bathroom areas. The bathroom has been redecorated and a regular cleaning rota has been established. This ensures that the environment is clean and welcoming to parents and children.

A further recommendation was made to improve the nursery education, to encourage children to be independently creative in planned art and craft activities. Children are encouraged to be individually creative in all aspects of art and craft; they have the opportunity to access natural and recyclable materials. Staff are discouraged from pre-cutting art and craft planned activities. This helps to develop children's independence and creative abilities.

Also, to develop the planning and assessment system to ensure observations on children and evaluations of activities are used to identify what children need to do next. The pre-school has extended the planning sheets to include evaluation and observation columns and uses this information to influence the next stage of the children's learning.

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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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 standard of hygiene

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):

- enhance the role play area and resources to promote an inviting and stimulating environment (this also applies to childcare).

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