

# Rainbow Preschool Wickford

Inspection report for early years provision

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<b>Unique Reference Number</b>	402297
<b>Inspection date</b>	06 February 2008
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<b>Setting Address</b>	Memorial Park, Rettendon View, Wickford, Essex, SS11 8JE
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<b>Registered person</b>	The Trustees of Rainbow Preschool Wickford
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Rainbow Pre-school is run by the committee. It opened in 1984 and operates in a community building which benefits from two main playrooms, a quiet room, office, reception and toilet facilities. It is situated in the Memorial Park in Wickford, Essex. A maximum of 32 children may attend the pre-school at any one time. The setting is open each weekday from 09.15 until 11.45 and 13.15 until 15.45 term time only. All children share access to a large secure enclosed outdoor play area.

There are currently 99 children aged from two to under five years on roll. Of these, 77 children receive funding for early education. Children come from a local catchment area. The pre-school currently supports a small number of children with learning difficulties or disabilities and who have English as an additional language.

The pre-school employs 12 members of staff. Of these, eight hold appropriate early years qualifications and two are working towards a level three qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is promoted through effective procedures and staff's good hygiene practices. They benefit from playing in a clean environment, with well maintained toys and equipment. Children are encouraged to follow good hygiene routines such as washing their hands before eating and after visiting the toilet.

Children are given appropriate care if there is an accident as sufficient staff hold current first aid certificates. If a child becomes unwell at the pre-school there are good procedures in place to ensure they are well looked after and to protect children from cross-infection.

Children have their individual needs met because the staff request information from parents and carers on their child's dietary needs, requirements and allergies. They are provided with healthy snacks and all children can help themselves to water at any time, ensuring that they are never thirsty. They learn about healthy eating through snack time, discussion and planned topics. Staff sit with children as they eat, joining in friendly conversations and giving praise and encouragement.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring control over their bodies and new physical skills. They are learning to express their needs and are beginning to meet those needs independently, for example, by being able to use the toilet by themselves and helping to tidy away toys at the end of a session.

All children have access to physical play daily, which provides lots of opportunities for them to develop their physical skills and to exercise both indoors and outdoors in the fresh air. The children use a good range of toys, equipment and tools that provide appropriate challenges.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are greeted warmly by members of staff as they arrive each day. The classrooms have been organised to promote free-flow play. Bright posters and creative displays provide a welcoming atmosphere for children, family and visitors. Children develop a sense of achievement as they see their creations displayed on the walls. However, much of the children's art work is displayed too high for the children to look at. Child-height furniture and good accessible storage enables children to extend their own play and learning in a safe and comfortable environment.

Staff check the play-space both inside and out prior to the arrival of children. However, the kitchen area is situated within the children's play room and is accessible and as such poses a potential risk to children when staff are cooking snacks, for example, beans on toast. Clear child collection procedures are in place and children are only permitted to leave the pre-school with adults identified and agreed with parents that it is safe to do so. Staff develop children's awareness of safety as they organise and practise fire evacuation procedures. This helps children to know what to do in an emergency.

Staff have a sound understanding about safeguarding children and how to report concerns to the relevant authorities. They have adequate systems in place to protect children from harm.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the setting. They have a good attitude to learning and are happy and purposefully engaged in a wide range of interesting and challenging activities throughout each session. Children aged under three years are involved, busy and occupied within this nurturing and fun environment.

Children who are new to the group settle well because practitioners have a good understanding of, and sensitivity towards, the mixture of emotions felt at the time of a child's first separation from their main carer. Parents are welcome to stay with their children to settle them and staff give sensible advice to parents to ease this process. All children play together happily and behaviour is good. They negotiate turn taking, share resources and show care and consideration for others as they make room at activities or call others over to join in their role play scenarios.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have an adequate understanding of the Foundation Stage curriculum and how young children learn through play. Key worker systems are in place to support children. Progress towards the early learning goals is monitored using stepping stone assessment records. However, these are currently not effectively evaluating children's progress and are not used to identify what children know and how to move them onto their next stage of development.

Older children develop personal independence as they practise taking off and putting on their plimsolls in the afternoon. They confidently enter the setting, greeting members of staff and each other. They select toys and resources independently to extend their own play and learning. Children are forming good relationships with adults and peers. They play happily and work well together as part of a group, sharing and taking turns, with some reminders from staff.

Children develop their thinking and listening skills during large group activities, such as registration. More able children attempt to write their names and some form letters correctly. However, opportunities for them to develop their emergent writing skills or to link sounds and letters are limited. Some children explore different texts, using both story and information books. However, the book area does not encourage children's participation and as a result is not being fully utilised.

Children use positional and number language as they play and some are able to count up to ten. However, opportunities for them to develop their understanding of space, shape and measure are limited. Children join in number rhymes and songs to help consolidate previous learning.

Children extend their understanding about the world around them and benefit from the garden area being situated within Wickford Memorial Park. This enables children to clearly observe the seasons, wildlife and nature. They learn about change through activities such as watching caterpillars grow and releasing the butterflies within the park's rose garden. Children explore other countries and customs and are beginning to develop a sense of time as they notice daily routines and pre-school rituals, such as snack and registration time.

Opportunities for children to join in and extend their physical skills are good. Staff encourage children to try things for themselves and emphasis on independence enables children to extend

co-ordination and control over their bodies. The outside is used daily, enabling children to build and explore movement on a larger scale than is possible indoors.

Children develop their imagination as they explore a range of creative media. They mix paint or print pictures. Children explore different textures using their sense of touch, smell and taste. They use musical instruments to investigate sound and create their own musical interpretations and enjoy moving their bodies to music. For example, when playing musical statues.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are happy and settled within the group. Staff are readily available at the beginning of sessions to support any children who may need help to settle. As a result, children come very happily into the group and become quickly involved in the ready-prepared activities. Younger children are developing an awareness of themselves and finding out what they can do. They are developing confidence in their physical skills and are secure emotionally, enabling them to express their needs.

Children's behaviour is good. They have a clear understanding of the boundaries of behaviour and are developing a sound understanding of right and wrong. Staff manage children's behaviour well and give clear, age-appropriate explanations to help the children develop self-control. Children receive lots of praise and encouragement from the staff. They feel valued because staff take the time to listen to them and notice the good things they have done.

Children are valued as individuals, treated with respect and encouraged to show kindness and respect to one another. Children's spiritual, moral, social and cultural development is fostered. The provision has a positive approach to caring for children with learning difficulties and/or disabilities and currently supports children whose first language is not English.

Partnership with parents and carers is satisfactory. Parents are extremely happy with the care provided by the setting. They are greeted warmly by practitioners who are always approachable and friendly. In addition, regular newsletters ensure parents are kept updated with important information relating to the daily operation of the setting. Parents know they can see their children's developmental records at any time and also have regular appointments to discuss specific issues. However, there are currently limited systems in place to further involve parents and carers in their children's education, for example, suggested activities to support them to extend and consolidate children's learning at home.

### **Organisation**

The organisation is satisfactory.

The organisation of the pre-school is satisfactory. Policies and procedures are in place together with a robust operational plan all of which meet changes in legislation. There are effective procedures in place for the recruitment and vetting of staff, with good contingency arrangements to ensure staffing ratios are maintained at all times. Staff deployment is good, and staff work with children in small groups. Staff training needs are identified through regular meetings and designated staff have specific roles of responsibility. Daily registers are in place and all documents are securely stored and confidentiality is respected.

Leadership and management of the nursery funded provision is satisfactory. The manager and all staff have completed training in evaluation and planning and a key worker system is in place

to support children and their families. The manager and staff work with the local authority to develop practice and support children as they work towards the six early learning goals. Staff work well as a team and there is a commitment to improving the care and education for all children. 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 the setting received an inadequate judgement, over the last year they have worked extremely hard and met all of the required actions. Resulting in the outcome of this inspection to be judged as satisfactory.

At the last inspection the group were required to meet the following actions;

Improve knowledge and understanding of the requirements set out in regulations, in particular this relates to implementing a complaints procedure in line with the Addendum to the National Standards and updating the safeguarding children policy.

Ensure that anyone responsible for hand washing procedure is aware of, and complies with, Environmental Health requirements. This relates to the sharing of towels between children and adults and using tea towels to dry hands.

Ensure that there are effective procedures in place for checking that staff are suitable to work with children.

Improve the system for planning so that it incorporates the Foundation Stage curriculum over a longer term, includes challenges for more able children and is delivered at every session that funded children attend.

Ensure there is an effective system in place to monitor how the Foundation Stage curriculum is being planned, delivered and evaluated so that children make steady progress towards the early learning goals - monitored by manager and staff team.

Plan and provide worthwhile opportunities for children to practise their early writing or mark making in practical situations and through their everyday activities.

Staff received training and support from the local authority and now deliver an education programme for children which covers all of the six areas of learning. This is supported through the use of short, medium and long term plans. The educational programme is currently being monitored by the manager to establish its effectiveness.

The setting devised a robust operational plan in line with the National Standards which is compliant to changes within the legislation. This has resulted in clear direction for staff and managers, a comprehensive employment procedure and a clear complaints procedure for parents and staff to follow.

Children now benefit from the use of paper towels within the toilets which contributes to good overall hygiene.

### **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):

- take steps to ensure that hazards to children on the premises are minimised in relation to the kitchen area
- provide a book area for children which allows children to build on their natural curiosity as learners and develops their language and interest for books
- provide further equipment and resources that promotes equality of opportunity in relation to disability, culture and religion.

#### **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):

- ensure children's assessments cover all six areas of learning on a regular basis and use the information gathered of what children know and can do to inform future planning
- increase opportunities in communication, language and literacy enabling children to link sounds to letters and for more able children to develop writing as a form of communicating and recording
- increase opportunities for children in regard to space, shape and measure
- further involve parents in their children's education by supporting them to extend and consolidate children's learning at home.

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