

# Rainbow Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY273637
<b>Inspection date</b>	06 March 2008
<b>Inspector</b>	Carly Mooney
<b>Setting Address</b>	Welbourne Primary School, Goodwin Walk, Peterborough, Cambridgeshire, PE4 6RE
<b>Telephone number</b>	01733 579963
<b>E-mail</b>	
<b>Registered person</b>	Rainbow Pre-School
<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 inadequate – notice of action to improve. The registered person does not meet 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 has been in operation for over 20 years. It has been operating from within Welbourne Primary School, Werrington since 2003. It serves the local community. The pre-school runs each weekday morning from 09:00 to 12:00 and 12:15 to 15:15 on a Tuesday afternoon for rising fives, term time only.

The pre-school is registered for 26 children at any one time from two years to under five years. There are currently 30 children on roll. This includes 20 nursery education funded children. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities.

The pre-school employs four staff. Three staff hold appropriate early years qualifications and one is about to study for a Level 2 qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean, well-maintained environment where they benefit from effective hygiene procedures, which ensures the risk of cross contamination is limited. For example, staff wipe down tables and wash their hands prior to serving and eating food. Children participate in good routines which help them understand about hygiene and personal care, such as using the toilet independently, washing their hands before eating or after handling the pet snail. Staff discussions and pictorial clues in the bathrooms helps to support children's learning about keeping themselves free from germs and ensures their good health is promoted. Suitable procedures are in place should children become ill or have an accident to make sure they receive appropriate care. For example, the majority of staff hold current first aid certificates and staff appropriately record accidents and the administration of medication.

Children are well-nourished as they help themselves to a variety of healthy and nutritious snacks, which promotes their growth and development. For example, they enjoy healthy choices, such as fresh fruit, carrots and breadsticks. Children help themselves to drinking water which is freely available throughout the session. The group operates a successful rolling snack program which means children's play, imagination and creativity is not interrupted as they choose when they would like to have their snack. Children's medical and dietary information is obtained to ensure children are always offered appropriate foods.

Children have good opportunities to engage in a range of activities which promotes their physical skills and good health. Children can freely access the outside area during the session, where the space is used positively as an extension of indoor learning. Children practise their balancing skills as they step from one tyre to another and are developing their hand and eye co-ordination as they successfully kick a range of balls high into the air. Staff make good use of the school hall for children to run around freely, balance on beams and climb over the large apparatus. Children's fine muscle skills are promoted through playing with a range of tools and resources. For example, they confidently manoeuvre the train along the track, cut and press the play dough and build with small lego pieces.

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

The provision is satisfactory.

Children play in a welcoming play space which allows them to move freely to access the resources. They arrive confidently and separate from their parents and carers with ease. Staff greet children personally which helps them feel secure. Some children's work is displayed on walls and they see themselves on numerous photographs within the setting which helps them to develop a sense of pride and belonging. Space is used adequately to allow children to play freely both inside and out, be active or engage in calm activities, such as looking at books. Children mostly have independent access to a range of safe and suitable resources, which are mainly stored at children's height.

Positive steps are taken to promote safety within the setting as staff are aware of possible hazards and take appropriate steps to reduce risks. For example, key pad locks and stair gates ensure that children cannot leave unsupervised. There is a high staff to children ratio which allows for effective supervision of children, especially as school staff gain access to a meeting room via the pre-school. Children learn about keeping themselves safe as they regularly practise

fire drills so that they are aware of what to do in an emergency. Staff talk to children about the dangers of running not walking when hazards, such as water, have been spilt on the floor.

Staff have an understanding of child protection and most have undertaken training and feel confident to follow procedures and report their concerns. However, robust recruitment procedures are currently not in place to determine staff's suitability to work with children, although all staff are police vetted and children are never left alone with un-vetted people.

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

The provision is good.

Children settle well at the pre-school, helped by staff who are caring and supportive as they leave their parents and carers. All children eagerly involve themselves in the freely accessible activities, such as painting, Lego and water play. They enjoy playing together in the home corner, learning to take turns and share resources and are happy to approach staff for assistance if needed. Staff understand the varied needs of younger and older children and ensure that younger children are given sufficient freedom to explore their environment at their own pace. Group activities, such as story time, are an appropriate length as staff recognise that younger children do not always benefit from sitting for long periods. Staff are aware of the 'Birth to three matters' framework and include it in their planning of activities for younger children in order to support their development.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals. Staff have a sound knowledge of the Foundation Stage curriculum and deliver it with consideration to children's needs, using different teaching methods. Written plans show clear learning intentions and a balance of child initiated and adult-led activities which provide sufficient challenge to maintain children's interest. Staff involve themselves in children's play where necessary to support their learning. Staff make observations of the children during their play and sometimes identify next steps for their development and learning. However, these observations are not regularly transferred to their assessment folders and a form in place to track children's progress through the stepping stones is not always dated. Therefore it does not show a clear picture of where the children are at any one time and to establish where there are gaps in the assessment records.

Children are keen and enthusiastic about the activities they spend time doing. They display confidence within the setting and respond well to adults and their peers. Children are independent and address their own personal needs, for example, washing their hands and using the toilet. Children's independence is encouraged in all areas of the pre-school routine as children can access the outside area, water and snacks when they wish. Children work well in small groups and alone, helping the younger and less able children. For example, an older child pretends to read a book to a younger child because he doesn't know the story.

Children enjoy looking at books both independently and in group situations. There is a sufficient choice of books available in a comfortable and inviting book corner, including dual-language books to enable children to see different languages in written form. Clear labelling and signs around the room help children to understand that print carries meaning and they engage in purposeful mark-making in activities, such as sand and chalking outside. However, the mark-making area is not attractively presented to children and quite often poorly resourced and as a result children rarely attempt to access it to develop their mark-making skills.

Children's counting skills are encouraged in a number of routine activities, such as counting the children at register and when lining up to go to the big playground. Children demonstrate that they can confidently count from one to 10 and sometimes beyond. They are helped to recognise numbers as they see them on posters and resources around the room and spontaneously write numbers during their play with the chalks outside. Singing counting songs helps children gain an understanding of simple calculation and an interest in numbers.

Children learn about the environment and the natural world through an interesting range of planned and spontaneous activities, such as weeding the garden patch and digging for worms. They learn about similarities, patterns and change through activities, including growing bulbs, cooking and completing jigsaws. They are learning about a sense of time and place through discussions with staff and photographs displayed within the room and on the computer. There are regular opportunities to explore technology equipment, which underpins learning in other areas. Children are provided with regular opportunities to express their creativity through art, messy play and role play. For example, water, sand, gloop and free painting. They use their imaginations well as they make their own bus to travel on or cook the dinner in the home corner. Children enjoy singing familiar songs and experiment with sounds, as they run their construction tools along the metal fence to hear the sounds they make.

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

The provision is satisfactory.

All children are welcomed and valued by staff and as a result their self-esteem is fostered. For example, staff and children sing happy birthday to a child and clap as he blows out the candles, which helps him to feel valued in the setting. Children's needs are effectively met as staff gather relevant information from parents enabling them to provide appropriate care for children, including those with learning difficulties and/or disabilities. Where needed staff work closely with parents and other outside agencies to meet children's needs. Children are encouraged to have positive attitudes and are developing some awareness of diversity through the play resources available. They celebrate a range of festivals in a meaningful way, such as tasting cultural foods during Chinese New Year. Some staff are able to provide further support to those children who speak English as a second language by attending a language course, where they learn key words relevant to young children.

In general children behave well. They are aware of the need for rules and boundaries to ensure that activities are successful and everyone is able to have a turn. Children have plenty to keep them busy and occupied which contributes to their good behaviour. Staff are consistent in their approach to behaviour management and give clear explanations to help children understand right from wrong. Staff offer praise and encouragement when children do well to build their self-esteem, for example, clapping when a child successfully throws a ball into a target. Children's spiritual, moral, social and cultural development is fostered.

Positive relationships with parents have formed which benefits their children's time at the setting. Parents receive sufficient information about the setting through a handbook, policies and a parents' section on the wall in the playroom. However, although a complaints procedure is in place this does not include the correct contact details for Ofsted should a parent wish to make a complaint. Parents express that they are happy with the care provided. They are welcomed into the pre-school to read books or participate in rota duty.

The partnership with parents and carers of funded children is satisfactory. Parents receive initial information about the Foundation Stage curriculum in a parents' handbook. Planning is clearly

displayed for parents and they receive regular activities at home sheets relating to the topics covered within the pre-school, allowing them to support their child's learning at home. Parents are made aware of their child's assessment records, although they are not regularly informed of their child's progress and have a limited opportunity to contribute to their child's assessment.

## **Organisation**

The organisation is inadequate.

Children are happy and content in the setting. Staff and resources are organised to ensure that ratios are always met and that children have a safe environment in which they can eat and play in comfort. Sessions are organised effectively to allow children a balance of indoor and outdoor play, promoting their physical development and health. Most staff are suitably qualified and committed to developing their personal and professional skills through regular training. However, there are no recruitment procedures in place to ensure staff are suitable to work with children, staff records have not been obtained for all staff members and Ofsted has not been informed of committee members, which is a breach of regulations. Therefore children's safety and welfare is not protected.

Policies and procedures are in place and mostly used effectively to support the running of the setting and promotion of children's welfare. Documentation is mainly kept to a satisfactory standard with the exception of registers for children and staff, which are inconsistent in the recording of arrival and departure times. Where the setting runs two sessions in one day there is no clear distinction between the recording of morning and afternoon children. As a consequence children's welfare is not fully safeguarded. Overall, children's needs are not met.

The leadership and management is satisfactory. Staff work together closely as a team and are clear in their roles and responsibilities. The supervisor has a sound understanding of the Foundation Stage curriculum and is committed to improving practice. She is aware of where the weaknesses lie within the nursery education she provides and has a clear vision of how she would like to improve them. At present staff do not have a formal opportunity to address their own strengths and weaknesses and feedback from parents is not regularly obtained. Although, staff do attend regular planning meetings and seek advice from curriculum advisors to help monitor the effectiveness of the provision.

## **Improvements since the last inspection**

At the previous inspection six recommendations were raised regarding care. These related to documentation, including policies on behaviour management and child protection and the recording of arrival and departure times in the register. Staff were asked to consider clutter in the play room and to conduct a risk assessment to minimise identified risks. They were asked to display an appropriate range of positive images and provide opportunities for children to develop their independence at snack time. Behaviour management and child protection policies are now in place and include all relevant information. Children's attendance records are still not effectively maintained and this has been raised as an action at this inspection. The pre-school now operates from a different room within the school which is free from clutter and has had a suitable risk assessment conducted. Some positive images are displayed within the room and children now have many opportunities to develop their independent skills at snack time by choosing their own plate and cup and pouring their drinks. All of these, with the exception of the children's registers, have had a positive impact on the care, learning and welfare of the children.

Two recommendations were raised at the previous inspection regarding nursery education. These related to the organisation of resources to increase children's learning in communication, language and literacy and creative development and to develop a system to help monitor and evaluate the strengths and weaknesses of the setting and quality of teaching. Children are now able to access a range of resources which contributes to their creative development. They are able to independently access books and make marks in a variety of ways, although the mark-making area lacks resources and is unappealing for children and is a further recommendation in this inspection. Some procedures are in place to monitor and evaluate the setting, such as seeking advice from curriculum advisors, although a clear, effective system has not thoroughly developed and therefore this area continues to be a recommendation in this inspection.

### **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 AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that there are effective procedures in place for checking that staff are suitable to work with children
- ensure Ofsted are informed of any significant events, with regard to changes in committee members
- ensure records show children's and staff's actual hours of attendance
- ensure individual records are kept on the premises containing the name and address of staff members.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### **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):

- improve the procedures for keeping an up to date record of children's achievements, which identifies next steps for learning and clearly tracks children's progress through the stepping stones
- improve the partnership with parents of children who receive nursery education to share information about their development in the group
- continue to improve procedures for monitoring and evaluating the provision for nursery education
- continue to develop the area for mark-making so that is appealing and stimulating for children to use.

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](http://www.ofsted.gov.uk)