

Rainbow Children Community Pre School

Inspection report for early years provision

Unique Reference Number	EY363842
Inspection date	02 May 2008
Inspector	Elizabeth Juon
Setting Address	St. David's RC Church, Everest Road, Stanwell, Staines, TW19 7EE
Telephone number	0795 153 4821
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Registered person	Rainbow Children Community 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 Children Community Pre-School is managed by a voluntary management committee, made up of parents of the children at the pre-school and co-opted members. It opened in 2007 in the new premises and operates from a purpose built building within the grounds of St. David's Roman Catholic Church, Stanwell near Staines. A maximum of 26 children may attend the pre-school at any one time. It is open each weekday from 09:10 to 12:10 during term time. Children have access to a secure enclosed outdoor play area. There are currently 29 children aged from two to under five years on roll. Of these, 27 children receive funding for nursery education. Children come from the local and wider community. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The pre-school employs five staff, of whom, four hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play in a new, clean environment. Children demonstrate their increasing independence dealing with their own needs, such as, deciding when they need a drink or snack. The environment helps children achieve these self care skills, for example, the toilets, basins, coat hooks and resources are at a low level, and soap is in an easy to use dispenser. Staff use appropriate routines, cleaning products and hygiene procedures to maintain clean rooms and toys and prevent cross-infection to safeguard children's health. Children's physical development is promoted with access to large play equipment in the garden; they are becoming adept at using smaller tools such as scissors and pencils, which are easily available. Children receive appropriate treatment in the event of an accident as first aid trained staff are always present in the setting. The appropriate documentation is in place to record any accidents or medication administered to safeguard children's well-being. Parental consent is sought to seek emergency medical treatment for children, however, the wording of the permission requires review to be accurate.

Children enjoy using the 'snack-bar' system. They enthusiastically find their name card and stick it on the board to indicate they are having their snack. Children help themselves to the healthy fruit available and to a choice of drinks, milk, water and juice which are presented in small jugs to enable children to pour their own. The water cooler is available throughout the session for children to get a drink at any time and remain hydrated. Children manage this well and demonstrate control using the tap and quickly learn the capacity of the cup. Staff have recently completed the basic food hygiene course to ensure food is prepared and stored correctly to safeguard children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a light and airy purpose built building. The environment is vibrant, visually stimulating and welcoming for children and parents. The room is colourful with displays of art work and photographs and ample resources at child level to enable children to make choices about their play. The home corner unit provides an area for role-play and staff change its purpose frequently for example, making it into a hospital area. However, it is an under-used resource, few children enter behind the screen as the presentation lacks appeal to draw children in to play.

The garden is an asset and is appealing to the children. They can help to plant and dig in the flower pots and make 'music' by hitting the hanging saucepans with spoons. Plants such as, herbs, are grown for their sensory stimulation and to encourage children to care for living things. A large tank contains tadpoles which children are feeding and watching them change into frogs. This provides hands on experience of the life cycle of the frog. A large canopy covering the patio area ensures outdoor play can continue in all weather. This encourages children's free-flow play between inside and outside. Outdoor resources provide opportunity for children to hone skills, such as, balancing, bouncing and pedalling.

Good safety procedures are in place to keep children safe and secure. Effective staff supervision and good example develops children's awareness of safety issues. For example, the children are clear about the evacuation procedure because it is regularly practised and they know only

two children at a time can use the trampoline. The garden is checked three times each session for hazards while children are using it. The written risk assessments devised by the staff mean that most hazards have been minimised. There is a bell entry system to the pre-school door and children cannot leave without adult supervision. A password is allocated to each parent which must be used to identify other adults who may collect the children. These measures ensure children remain safe in the setting.

Children are protected because staff are knowledgeable about their role and responsibility in child protection. Current information is available to put appropriate procedures into practice should concerns arise. However, the written policy statement requires updating to refer to the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the pre-school happy and confident to come in and settle down to the activities. They are greeted warmly by the staff and leave their parents without any distress. Children are familiar with the daily routines and on arrival find their names, put it on display and go to their chosen task. Staff work directly with children throughout the session offering the guidance, encouragement and comfort to help children feel settled. There is a well planned early year's curriculum based on the Foundation Stage ensuring children participate in age-appropriate play. Children respond to challenge and acquire new knowledge and skills. The children have friends and play alongside each other happily. Positive relationships are evident between the children and adults.

Nursery Education

The quality of teaching and learning is good. The staff have a sound knowledge of the Early Learning Goals to ensure children make progress through the stepping-stones. Planning is comprehensive and well documented making it easy for staff to follow to ensure a varied range of learning experiences are on offer throughout the year. The activities are evaluated to gauge their worth and success in providing a learning outcome for the children. Observations of the children are carried out to enable staff to plan for children's next step in their learning. As a consequence children make good progress.

Children are friendly, inquisitive and actively involved in the activities on offer. They are confident and are becoming very independent when making choices about their play and managing their own personal needs. Children are helpful and cooperative and tidy away when asked.

Children are improving their emergent writing skills and can recognise their written name. Children choose from a wide range of writing and creative materials, such as, various pencils and pens, some of natural skin tone, paper of different textures and colours, easel and whiteboard. However, there is no alphabet or letters in print to enable children to copy letters when attempting their writing. Children are beginning to link sounds and letters and practice the sound of the letter of the week using the Jolly Phonics technique. Children are confident to speak within a large group and know their contribution is treated with respect. Children show more of an interest in books when an adult is at the book area and select from a good variety. Children participate heartily in story time, which is enhanced by the use of props and the staff's sense of fun.

During circle time children count the number of children present and recognise how numbers are made up, for example, combining two and zero make twenty. Written numerals are on display around the room to encourage children's recognition. Children choose items from the mathematics area and use items such as calculators and tape measures in the correct context. Children have opportunity to calculate speed when rolling items down the piping leaning against a tree in the garden. There is evidence to show that when the sunflowers planted begin to grow, children will be monitoring their height. Children are beginning to use descriptive language appropriately such as, under, over, behind and in front.

Children have opportunities to develop their creativity and imagination through arts and crafts, role-play and dressing up. They enjoy singing and matching music to movement. Many songs involve counting which further enhances their understanding of simple calculation. Staff provide an environment that reflects the background of the children and the wider community. They are beginning to learn about cultural festivals, such as, Saint George's day and Diwali, in planned activities. Children are beginning to use technology in everyday situations playing with binoculars, tills, keyboards and electronic games. However, at present the computer is not working to fully promote children's understanding of information technology or encourage mouse control skills.

Children use a range of small equipment with increasing dexterity and for the correct purpose, such as scissors. Outside they are developing many physical skills as the garden is used to its full potential to enable children to gain confidence and competence on the apparatus.

Staff use a variety of teaching methods and provide a balance of child initiated and adult – led activities to help children learn. Staff are well organised and delegated to fully support children, asking good questions to make children think about what they are doing. The planning, observations and children's profiles are up to date enabling staff to recognise key areas children need to improve and make progress.

Helping children make a positive contribution

The provision is good.

The children and their families play a full part in the pre-school because staff value their individuality and contribution. The children's keyworkers take time to get to know families so they are able to meet children's individual needs well having regard for their ability and culture. Children have opportunities to learn about themselves, each other and the world around them through the activities and resources reflecting diversity. Children gain an understanding of the helping others through community projects, such as, collecting bottle-tops to raise funds for a child's wheelchair.

The pre-school has previous experience of providing care for children who have learning difficulties and/or disabilities. There is a Special Educational Needs Coordinator in place who is able to liaise with outside agencies and other professionals to seek and advice and ensure individual children's needs are met. All staff are confident to recognise if children do not appear to be reaching milestones in their development and follow suitable procedures to help children of all abilities to be fully included in all activities.

Children behave well and play together cooperatively. Staff have good strategies in place to encourage sharing and have expectations that children will be kind to each other. Staff are good role models and demonstrate enthusiasm and a sense of fun in the learning activities they plan, for example, using the 'Pop-Up-Pirate' game to aid colour recognition or blowing bubbles

around the garden for children to chase. Staff praise and encourage children's achievements enthusiastically to promote positive behaviour and raise children's self-esteem. Children are beginning to understand right from wrong as staff give clear explanations to the children if they have to intervene. Children's spiritual, moral, social and cultural development is fostered.

Parents receive a range of information about the care and early year's education the pre-school provides through the policies, notice-board and newsletters. Parents record their children's particular preferences and family background when they first start to ensure staff have an initial understanding of children's characters. Parents are invited to participate in the play sessions, serve on the committee and help with fund raising, for example, participating in several annual charity events, such as, Children in Need. This helps to foster good relationships and a sense of belonging for adults and children. The partnership with parents and carers for nursery education is good. Parents are aware of the curriculum and receive information on children's progress. Parents are included in children's learning as staff notify them of the current themes to extend learning and conversation with the children at home. Parents have opportunity to speak directly with staff about their child each day or at planned events such as open day. Parents are given their child's progress record when they leave to hand over to their chosen school. Parents are asked for regular feedback in the form of a questionnaire enabling the pre-school to evaluate their service. However, the Ofsted logo should be removed from these forms. All the parents spoken to at the inspection made very positive comments about the group and the staff team and one stated her child was very upset when she could not attend during the holidays.

Organisation

The organisation is good.

Children play and learn in a very well organised environment and daily routine. The space, time and resources are well organised to encourage children's decision making. The garden area is an asset to the pre-school to encourage children's physical development and play in the fresh air.

Children benefit from the attention of friendly, qualified staff who work as a cohesive team and have a commitment to continually improving their child care practice within the setting. Staff are actively encouraged to attend a variety of training which ensures they keep up to date with current practice. Team meetings take place as a forum for discussion and planning to encourage all staff to offer their expertise to ensure children's care and learning needs are met. High staff:child ratios are maintained to effectively support and safeguard children throughout the morning. Robust systems are in place for the vetting and recruitment of staff working directly with children. This ensures children are protected and cared for by staff who are suitable and have a knowledge and understanding of child development. The record keeping systems effectively promote children's health, safety, welfare and individual needs. All regulatory documentation is in place and stored securely to maintain confidentiality. The written policies and procedures support the staff in their practical work and are available to parents. However, the child protection policy, the consent for emergency medical treatment and the parental questionnaires, require an update.

Leadership and management of nursery education are good. Staff demonstrate a secure knowledge of the Foundation Stage and are involved in planning the curriculum to help children develop. Staff meet regularly to discuss children's progress. The staff understand their roles and responsibilities and the key worker system ensures children's developmental records are maintained accurately to record children's ability and achievement. The manager demonstrates

an understanding of the pre-school's strengths and cites the consistent staff team, the new building and parent support as important. She is aware of the need for continual improvement and has already highlighted further improvement to the outside area, updating policies and procedures to come in line with the new Early Years Foundation Stage and to forge links with the local schools. The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

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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 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):

- enhance the layout of the home corner/role-play area to be appealing and easily accessible to the children (Care and Nursery Education)
- review and update documentation to include the written child protection policy, the parental consent for emergency treatment and the parental questionnaires

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):

- provide visual prompts of words and letters to encourage children's writing skills; further improve children's use of information technology completing simple programmes on the computer

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