

Rainbow Pre-School

Inspection report for early years provision

Unique reference number	EY273637
Inspection date	03/03/2009
Inspector	Sandra Hornsby

Setting address	Welbourne Primary School, Goodwin Walk, Peterborough, Cambridgeshire, PE4 6RE
Telephone number	07594 437927
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 and Wednesday afternoon. The pre-school link with the school and the reception class during the summer term.

The pre-school is registered on the Early Years and Childcare Registers. A maximum of 26 children may attend at any one time. There are currently 37 children aged from two to under five years on roll; all children attend on a part-time basis. The pre-school currently supports a number of children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The pre-school employs five staff. Two staff hold appropriate early years qualifications and one is completing her Level 2 qualification. Two other staff are about to begin Level 2 qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Knowledge held by staff about the children promotes their welfare and achievements. Although a limited selection of resources regarding language is available the children see examples in books and hear families use their home language. Children are getting the most from the opportunities on offer and staff are aware of making sure all children are included. Individual planning, adaptations of activities and staff knowledge about children help to support learning and progress. All staff are involved in evaluating and assessing their provision and are realistic in identifying their strengths and weaknesses. They recognise what needs to be done and are implementing systems to make improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make systematic observations and assessments of each child's achievements and use these to identify learning priorities and plan relevant learning experiences for each child
- ensure knowledge of safeguarding procedures are kept up-to-date, including recording any concerns accurately
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning
- ensure records are easily accessible and available for inspection by Ofsted.

The leadership and management of the early years provision

The setting maintain all the required documents and policies and procedures to help manage the provision, however, they are disorganised and some are difficult to access, for example, staff qualifications and recruitment procedures. Staff demonstrate a good knowledge of the children's individual needs and access their details quickly if there is an emergency. Suitable deployment of staff and procedures to safeguard children, for example, risk assessments are in place. Written safeguarding procedures are fully in place and staff demonstrate a good understanding of these. Most staff have attended training, so consequently have up-to-date information about the Local Safeguarding Children Board procedures. All information is passed on verbally to the relevant agencies and staff attend meetings, but record keeping referring to information passed on is not up-to-date. Systems and policies are being reviewed presently by the staff team and the committee, as this is an area identified through their self-evaluation, to improve their provision and enhance the outcomes for children.

Staff are realistic in their evaluation of their provision and identified their strengths and weaknesses through a thorough self-evaluation assessment. They have effectively tackled actions made at the last inspection and improved the outcomes for children. The staff team are keen to maintain their improvement and develop their practice; they are enthusiastic about working with the local authority to further develop systems to observe, assess and monitor children, and to attend training.

Partnerships are established between parents, school and other agencies, such as the local authority advisor and special needs co-ordinator. The two-way flow of information keeps all partners informed about the children, their progress and development. Staff are proactive in seeking help for children with learning difficulties and/or disabilities and those children who speak English as an additional language. Regular meetings to exchange information keep parents and agencies up-to-date, helping them to review action plans to meet the children's changing needs. The positive relationship with the school, for example, meeting teachers and eating in the school hall help children have a smooth transition into the reception class.

The quality and standards of the early years provision

Staff demonstrate a sound understanding of the Early Years Foundation Stage educational programme, and ensure children learn and have fun. However, they lack confidence in the area of assessment and planning and consequently have few written observations, evaluations and next steps devised for children's future learning needs. This potentially hinders children's progress as monitoring and assessing children's development is inconsistent and their learning needs risk being overlooked. Staff, however, demonstrate a good knowledge about the children in their care and their needs have been identified through sensitive visual observations. Staff effectively use their knowledge to plan an interesting curriculum, with spontaneity and flexibility while offering a variety of different

experiences that children enjoy and learn through. There is a good range of adult-led and child-initiated activities, as staff engage the children in conversation, ask them questions and offer support and guidance to the younger or less able children. Children explore peat and pretend bugs with their hands and magnifying glasses, and excitedly use adult paint brushes, rollers and their hands to make patterns and paint freely on large pieces of paper. Children ask for their ideas and suggestions to be added to the 'list' and staff value their ideas and add them to the planning for the following day. Staff work effectively with children who have a mixed range of abilities all of whom have individual needs, and they plan activities to support specific learning and development needs within the fabric of the children's day. Their experiences encompass all the areas of learning as children independently access equipment and move it about the setting to make connections between different types of play. For example, writing materials are carried about the room, children make notes on their clip boards and lists in the role play office. They take photographs and answer the telephone while dressing-up in the home corner. Children are fully engrossed in their play and co-operate with their peers, while helping each other, pointing out where the aprons are for painting. Physical, emotional and social development in the group is well nurtured. Children are independent and carry out personal tasks well. Regular spillages of independently accessed water is cleared up and replaced without fuss. Children are encountering numbers, shapes and size concepts through everyday play and singing. Children enjoy books and show an early interest in reading as they independently read books in the comfy book area. Books, labels and words are used as resources and for stories, so children are beginning to understand the different use of language and the written word. Children use the local community to explore, for example, different types of buildings, and they do planting. Children who speak English as an additional language have access to books in their home language but resources are lacking and do not effectively support children's home language. Children benefit from the regular opportunities to handle natural resources, use information technology equipment and express creatively through arts and crafts and role play. Children benefit from the everyday experiences offered by the staff, and the flexible planning incorporating children's ideas further supports their learning and development.

Children are cared for by staff who know how to safeguard them. Thorough risk assessments are carried out which mean children play safely and securely at the setting. Gentle reminders throughout the day, not to run and being careful with spilled water and well-supervised outings and activities prevent accidents and help children begin to understand about keeping themselves safe. Children benefit from the healthy selection of snacks, fresh air and planned outdoor activities, which contribute to a healthy lifestyle. Staff also help children develop their physical awareness of space, balance and co-ordination through regular physical play. Children's health is being protected with good hygiene procedures being followed and policies in place to support practice in relation to sickness, medication and accident reporting. Children's medical and allergy information is known to the staff and they further protect children through appropriately giving children snacks and avoiding allergens.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration or the last inspection.

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.