

Rainbow Pre-School

Inspection report for early years provision

Unique reference number EY240964
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Inspector David Matthews

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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 established for over 20 years and re-registered in 2002 following a move to their own premises, a mobile classroom unit, situated in the grounds of Caistor Primary School. The pre-school provides care for the local town and the surrounding villages.

The pre-school is registered to care for no more than 18 children, from two to under five years, at any one time. There are currently 33 children on roll aged between two and five years and, of these, 20 children receive funding for nursery education. Children attend for a variety of sessions. The playgroup has systems in place to support children who have learning difficulties and/or disabilities and children who speak English as an additional language. There is currently one child with English as an additional language and none identified as having learning difficulties and/or disabilities. The pre-school opens each weekday during school terms, between 09:00 and 15:30.

Seven staff work with the children on both a full- and part-time basis. Three have early years qualifications to NVQ Level 2 or 3. Two members of staff are working towards a Level 2. The pre-school is affiliated to the Pre-School Learning Alliance. There are links with the adjacent primary school to make transfer as smooth as possible, and with the local children's centre. There is access for wheel chair users. The setting is on the compulsory and voluntary Childcare Register and the Early Years Register.

Overall effectiveness of the early years provision

Overall effectiveness is satisfactory. Learning is promoted satisfactorily. There has been satisfactory improvement towards addressing the recommendations of the last inspection and there is an appropriate emphasis on looking for ways to further improve the learning environment, as shown by the addition of an outdoor area for play and learning. Welfare is good. Staff value all the children as individuals, and relationships are warm and cordial at every level. Suitable steps are taken to ensure all children are included in what Rainbow provides and that there is a strong and effective focus on children's enjoyment, health and safety.

What steps need to be taken to improve provision further?

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

- increase the rigour of self evaluation so that there is a stronger focus on evaluating how effectively children learn
- develop learning by systematically using information from observing individual children to plan what they need to do next.

The leadership and management of the early years provision

Satisfactory leadership ensures that Rainbow runs smoothly. The safeguarding of children is good. Checks on the suitability of staff are in place and risk assessments are carried out routinely as well as for initiatives such as the added outdoor facilities. Security measures are well-conceived so that visitors need to ring a bell to gain access.

Links with parents are good. They feel well informed about what is happening at Rainbow, including any learning focus such as that on numbers, letters or colours. They are complimentary about the approachability of all staff and about the enjoyment that their children experience. One explained that any cause for concern is quickly shared with parents and carers so that necessary medical or other advice can be sought. Staff discussions with parents promote the satisfactory inclusion of all children, including those for whom English is an additional language. There are good links with the primary school on the shared site including children from Rainbow attending assemblies.

Self evaluation is satisfactory. Staff know that the classroom is not ideal for the different ages of the children and they act appropriately to improve provision. For example, the new outdoor area, though small, is imaginatively equipped to stimulate exploration, play and learning, though the lack of a cover limits its use in wet and snowy weather. There are written plans to improve the inside space so that nappy changing can be conducted more comfortably and discreetly. The systems for monitoring the effectiveness of learning are satisfactory but lack rigour. Staff have received suitable training in the changed requirements for young children. As a result, they have begun to modify their use of information from observing individuals to plan what they need to do to promote learning. However, the process of self-evaluation is not yet an integral part of the setting's work, and information from observing individual children is not used rigorously to ensure that learning is always as good as possible.

The quality and standards of the early years provision

The provision for children's welfare is good and that for their learning is satisfactory. There is a strong and effective focus on being healthy. Healthy snacks are provided, children cook healthy foods and the good links with the neighbouring primary school are used well to promote children's understanding of eating healthily.

Children adopt safe practices such as not running inside, and not trying to unfasten the gates. Older children play an effective part in encouraging safe behaviour, such as when reminding the younger ones not to run. Children feel safe and secure. Because the setting encourages children to select their own resources their confidence grows well and they thoroughly enjoy the satisfactory range of activities provided. The role play area is particularly successful in enabling children to become independent and cooperate with others. Both boys and girls happily dress up using the good range of outfits 'and accessories', use the telephone imaginatively and particularly enjoy an adult playing alongside them.

Children make satisfactory progress in their learning because there is a suitable balance of satisfactory adult-led activities such as learning letter sounds, and opportunities to choose what they want to do. Activities take appropriate account of all areas of learning. However, some aspects are not promoted as well as they might be. For example, staff do not always model standard English, painting resources do not always promote best possible creative development, and opportunities are sometimes missed to show children how to hold a paintbrush correctly. Staff often reassure the children in their efforts, and this boosts their self-esteem well. However, they sometimes miss opportunities to extend learning through carefully considered conversation.

Adults effectively encourage children to develop good behaviour and to consider others so that children behave well and consider others. Children learn to join in, to make friends and to respect one another. They make a good contribution to the setting by learning to make choices and decisions within the range of the activities provided. They make satisfactory progress in learning the skills needed for the future, including those of information and communication technology.

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?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
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 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.