

Rainbow Pre-School

Inspection report for early years provision

Unique reference number EY375021
Inspection date 21/01/2009
Inspector Judith Goodchild

Setting address Hindhaye County Infant School, Leigh Road, STREET,
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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 is a privately owned group with 21 years experience of providing care for children. The setting has operated from an Elliott building on Hindhayes Infant School site since September 2008. The children have access to some of the school's facilities including the playground, field, reception class play area, computer suite, hall and library. The pre-school operates term time only between 08:45 to 14:45. It is registered to care for 35 children under five years old. At present there are 72 children on roll, 28 of these places are funded by the local authority. The owner employs nine staff to work directly with the children; this includes six staff who have level 3 early years qualifications. The group is supported by the local authority.

This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Rainbows Pre-School is good at meeting both the welfare and learning needs of children. Children are well cared for and included, and their behaviour and social relationships are good. The recent move to sharing a site with the Infant School has improved facilities and extended the range of learning opportunities for children, but these links are not fully developed. A good start has been made in implementing the Early Years Foundation Stage Framework (EYFS) and even though opportunities for staff to attend training are limited due to a shortage of courses, the pre-school is well placed to improve further. Links with parents/carers and with specialist agencies are good and children with learning difficulties and/or disabilities are well provided.

What steps need to be taken to improve provision further?

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

- ensure that planning takes account of the need to consistently challenge more able children
- liaise with the Infant School for access to their facilities to extend the range of learning opportunities available to children

The leadership and management of the early years provision

The pre-school is well led and managed and there is a cohesive team of staff who are fully involved with the running of the provision. It runs smoothly and efficiently on a day-to-day basis and ensures that pupils are safeguarded effectively. The systems for transfer of information about children works well at staff change over. Staff are experienced and the majority have National Vocational Qualification at level 3 accreditation and the rest are working towards it. Weekly meetings provide staff with opportunities to share their experience of the week's activities and

comment about children's progress. There is a shared commitment to continued improvement. Self-evaluation is good and areas for improvement identified, such as additional training on observation and planning for children in line with requirements of the EYFS. The move to new premises has been managed well and the developing partnership with the Infant School is good. It is still early days, but more effective links need to be developed. Currently, the full range of resources, such as the computer room and library, are not readily available to children. This also restricts opportunities to provide more challenging activities to those with more ability. Links with parents and/or carers are good. A high priority is placed on the welfare and safety of children and the relevant procedures are in place to ensure this.

The quality and standards of the early years provision

There is a 'happy buzz' whilst children are engaged in activities and they really enjoy the break time Humpty Dumpty session, particularly the falling down. Such activities also help the children to understand how they can stay safe and be healthy for themselves. Social relationships and behaviour are good. Children develop their numeracy and communication skills well through activities, such as explaining what the intended outcome of their current task is and with simple counting and shape-matching games. There is a suitable balance of adult led activities and those chosen by the children themselves. Children join in well during these activities and develop independence and self-reliance. The recent move to sharing a site with the Infant School has improved facilities and extended the range of learning opportunities for children. However, these links have not yet been fully developed, particularly to provide additional challenge for more able children. Good use is made of the well equipped covered outside play area. A good start has been made in implementing the Early Years Foundation Stage Framework. Planning is thorough for each session and reviewed every two weeks and there is a focus to ensure that children have the opportunity to gain experience of the six areas of learning and is mainly matched to children's needs. However, although children learn well, planned activities do not always ensure that more able children are consistently challenged to best effect in their learning and development. Children's needs are assessed accurately on entry to the pre-school and this helps the staff to meet the children's welfare needs effectively. Staff also undertake regular observations of children's developing skills and complete good records of their progress. As a result, most children make good progress towards their early learning goals relative to their starting points. By the time they leave, children are well prepared for the next stage of their learning. Links with parents/carers are good with regular newsletters, and for children under two years, there is a daily diary for parents on the day's activities and the opportunity for them to communicate with staff. These links enable parents/careers to support their children's progress, particularly in promoting their positive attitudes to learning. Children with learning difficulties and/or disabilities also make good progress in relation to their needs because they receive good support, including through effective links with specialist agencies.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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?	2

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 has been one complaint made to Ofsted since the last inspection.

The complaint related to concerns that children were not adequately supervised and that staff were not effectively deployed. We conducted an unannounced visit with regard to this complaint and set actions for the provider to ensure children are unable to leave the premises unsupervised and to ensure the daily record of the names of the children looked after on the premises includes their hours of attendance. A response was received from the provider and we were satisfied that Ofsted had taken appropriate steps and we took no further action. The provider remained suitable for registration at the time the investigation was closed.

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.