

Rainbow Pre-School

Inspection report for early years provision

Unique reference number	EY300052
Inspection date	05/03/2009
Inspector	Peter Wakeman

Setting address	Bysing Wood CP School, Lower Road, Faversham, Kent, ME13 7NU
------------------------	-----------------------------------------------------------------

Telephone number	07906 164 932 or 07784 354 418
-------------------------	--------------------------------

Email	
--------------	--

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).

Description of the setting

Rainbow Pre-School registered in new premises in June 2005. It operates from a classroom in Bysing Wood CP School, in Faversham. Children have shared access to a secure enclosed outdoor area.

The setting is on the Early Years Register and a maximum of 24 children may attend at any one time. The pre-school is open each week day from 09:00 to 15:00 except Wednesday when it is open from 09:00 to 11:30, term time only.

There are 48 children aged from two years to under five years on roll. Of these 25 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties or disabilities.

The pre-school employs five staff. Of these, three staff hold appropriate early years qualifications, one is working towards a qualification and another is unqualified.

The setting has disabled access.

Overall effectiveness of the early years provision

Rainbow Pre-School offers good provision for the children in its care. The needs of all children including those with learning difficulties and disabilities are well catered for, so they make good progress towards the early learning goals. Effective systems for planning and tracking are in place. Children are happy and settled and enjoy a wide range of activities. The pre-school centre is well led and managed and has good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop the sharing of children's progress with parents and other providers to support children's learning at home
- develop the pre-school's self-evaluation systems
- increase opportunities for independent learning particularly for the outside area

The leadership and management of the early years provision

Staff are well organised and work closely together to ensure the smooth running of the setting. Children's welfare and their learning needs are effectively met. All relevant policies, procedures and record systems are in place. Risk assessments are carried out daily; staff are carefully vetted and appropriately qualified, thus ensuring children are well protected and safe. These along with the policies ensure

children are well protected and safe. There is a wide range of resources that are easily accessible and are safe for children to use.

The setting has made good progress since the last inspection and has addressed all of the previous recommendations effectively. The manager is developing a system of self-evaluation, encouraging others to make a contribution to the process by highlighting areas for development. Opportunities are given for staff to attend training sessions to increase their understanding of early years development.

Partnership with parents is good. As one parent commented they 'do a really good job here.' Key staff communicate with them daily on an informal basis about children's care and learning. Parents are invited in once a year to view their children's progress records. However, staff provide little information about how they can support their children's learning at home.

Strong partnerships with outside professionals means that all children have their needs well met and that a fully inclusive environment is offered where all children are able to participate.

Although the pre-school is in a room adjacent to the Primary School, it sends children to several other local schools. There are effective communication systems with the reception class teachers in each school. There are no children with English as an additional language.

The quality and standards of the early years provision

Rainbow pre-school is a bright, welcoming environment that is accessible for all children. A broad range of play opportunities and colourful wall displays support children's learning. There is a computer with a suitable keyboard which gives children access to a range of programs. Children are happily engaged and access practical play activities, which are set up for them each session. Planning is based on observations and provides a good range of practical and enjoyable experiences across all areas of learning. There is a good balance between adult and child-led activities. An office area enables children to use their emergent writing skills in a purposeful setting. They select books from an attractive display area which children look at together and independently. An adjacent room is used for book sharing and circle time with the older children. In the outside area, children were taking turns in balancing across a plank furthering their physical development. Staff are deployed effectively providing good support and challenge, especially during free play activities where they extend and guide the children as necessary. The staff know the children very well and each child has a key person who makes useful observations to support their next stage of development so expectations of individual children are well pitched in order to take each child's learning on to the next step. Staff collate the information they gather, enabling them to implement learning intentions into their play activities during future sessions. They have a good understanding of the next steps leading to the early learning goals.

Opportunities for problem solving and counting are provided; consequently some children can count confidently. At snack time the opportunity was used for pupils to count out and match the plates. They also discussed what made healthy eating. Children's personal and social skills are developing well as they successfully learn to share resources, space and adult attention. As a result they work harmoniously together showing respect and understanding of the agreed rules.

Children have regular opportunities to develop physical skills by using the outside space, going outside in all weathers. However the current storage system of outdoor equipment limits children's opportunities to choose for themselves.

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 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.