

# Rainbow Preschool Wickford

Inspection report for early years provision

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**Unique reference number** 402297  
**Inspection date** 02/10/2009  
**Inspector** Patricia Mary Champion

**Setting address** Memorial Park, Rettendon View, Wickford, Essex, SS11 8JE

**Telephone number** 01268 768100

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Rainbow Pre-school is run by a committee. It opened in 1984 and operates from three playrooms within a community building in the Memorial Park in Wickford, Essex. All children share access to a secure, enclosed, outdoor play area. A maximum of 32 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Sessions times are from 9.15am until 11.45am and from 1.15pm until 3.45pm.

There are currently 85 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities. This provision is registered by Ofsted on the Early Years Register.

The pre-school employs 11 staff to work directly with the children, of whom seven of the staff, including the manager hold early years qualifications. Two administrative assistants and a cleaner are also employed. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure and really enjoy their time as they learn through many purposeful play experiences. Effective partnership with parents is significant in making sure that the individual needs of the children are met and ensure that no child is disadvantaged. The reflective practice of the manager and staff, together with input from the management committee ensures that the priorities for development are generally identified and acted on. Consequently, the pre-school responds effectively to children's and parents' needs and plans for the future are well targeted to bring about further improvement.

## What steps need to be taken to improve provision further?

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

- ensure that appraisals are carried out more regularly for all staff so that the training needs are consistently identified
- support further the development of independence skills by reviewing the way that snacks and drinks are presented to children.

## **The effectiveness of leadership and management of the early years provision**

The manager of the setting calmly and capably ensures that sessions run smoothly and weekly planning meetings are held so that staff fully understand their roles and responsibilities. Safeguarding arrangements are very clear and there are effective procedures in place for vetting adults who work with children. A comprehensive set of written policies and procedures ensure that children are protected and well supported. These are made readily available to parents and are frequently reviewed by the pre-school committee. Children's registration forms contain all necessary information to safeguard them. Recently updated forms provide greater information on children's individual needs, abilities, interests and enthusiasms. All staff demonstrate a high level of awareness in promoting children's safety. Risk assessment is routinely undertaken to minimise potential hazards both indoors and outside the premises. Children are taught to be safety conscious and they show a good understanding of how to keep themselves safe. Good quality resources are regularly checked to ensure they are safe and suitable for the children's needs.

Staff have a very positive relationship with parents and carers, ensuring that each child's needs are met. Parents and carers are kept well informed about their children's learning in different ways. This includes an induction process where children are matched to their key person and then plenty of opportunities for informal discussions. Several formal meetings are offered throughout the year for parents to view children's developmental records. All parents speak positively about the staff team and appreciate the way they make everyone feel welcome. Effective links with outside agencies such as speech and language professionals and very good relationships with local primary schools have been established. Staff attend cluster meetings with other early years settings in the locality and have started to develop the partnerships with childminders that also deliver the Early Years Foundation Stage (EYFS) to the children that attend.

The pre-school management continually monitor the provision and the capacity to make ongoing improvement is strong. The manager works directly with the children and staff, providing a good role model and ensuring successful teamwork. The staff's reflective practice is developing well since the last inspection; however, staff appraisals are not frequently conducted to ensure that training needs are consistently identified.

## **The quality and standards of the early years provision and outcomes for children**

Staff have developed effective procedures for observing children's play and learning both during focussed activities and spontaneous learning experiences. Beautifully-presented learning and development records have been created in children's individual special folders. Activities are based on the staff members' clear understanding of children's starting points, which is used as a means of planning for child-initiated activities throughout the term. Staff identify targets and how they

can support children's next steps in learning and effectively use this knowledge to plan activities specifically for individual children. They also use the information to expand on their resources so that outcomes for children can be further developed. Children are also constantly encouraged to offer ideas and extend their learning. For example, children particularly enjoy the library book about 'The Shark in the Park' and they help make props and displays so that they recall what happens in the story and expand on this with their own ideas.

A high regard is given to the uniqueness of each child and inclusive practice is promoted well. The staff are calm and encouraging and relate well to each child, understanding their characters and ensure that support is offered for any learning or communication difficulties that children may have. There are two members of staff that have attended the relevant training to act as special educational needs coordinators and all staff ensure children receive equal opportunities to progress.

Children have a sound understanding of how to adopt a healthy lifestyle. For example, staff establish good hygiene routines with the children as soon as they start in the pre-school. The snack time arrangement enables children to choose their snack at a time convenient to themselves. However, children are not always encouraged to develop their independence skills by preparing food or pouring drinks for themselves. Children enthusiastically move freely between indoor and outdoor play for most of the session and staff ensure that interesting activities and experiences are linked to all areas of learning. For example, children construct using real bricks and sand. They are absorbed as they act out real life and imagined scenarios such as serving lunch in the home corner or taking a holiday to Spain.

Children are all given the opportunity to develop the skills they need for the future. Through themed role play activities they learn to handle money and information technology is used to support children's learning as they adeptly use the mouse to control movements on screen. Children respond well to the staff's expectations for good behaviour and show respect towards each other and take care when using play materials.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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