

Rainbow Teddies Pre-School

Inspection report for early years provision

Unique reference number	136063
Inspection date	07/07/2009
Inspector	Denise Franklin
Setting address	Manorbrook Primary School, Park Road, Thornbury, South Glocs., BS35 1JW
Telephone number	01454 867231
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 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 Teddies Pre-School opened in 1967. It operates from a local primary school in Thornbury, near Bristol, and serves the surrounding residential area. There is disabled access to the building. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children in the early years age group may attend at any one time. There are currently 74 children on roll, including 26 funded children. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The playgroup opens five days a week during school term times. Sessions are from 09.00 to 11.30 and 13.00 to 15.00. A lunch club runs from 11.30 to 12.45.

Fourteen part-time staff work with the children. Five staff have early years qualifications to NVQ level 3, two staff are qualified teachers and two have teaching assistant qualifications. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership. There are very good links with the local primary schools, particularly regarding transition arrangements.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Rainbow Teddies Pre-School is very effective in meeting the needs of all children and ensuring that they are extremely well integrated so that they achieve as well as they can. The manager has excellent strategies in place to ensure that all staff, parents and committee members are fully involved in evaluating practice and provision. This ensures that children receive outstanding provision and care. Staff know their children extremely well and very effectively support those who need additional help and challenge the more able children to ensure the children's needs are fully met. The capacity for continuous improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide opportunities for parents to share their child's learning and development achievements at home with the setting

The leadership and management of the early years provision

The manager, supported very effectively by a highly committed team, has very high aspirations for quality, which is evident through ongoing improvements to ensure provision is consistently a very high standard. All recommendations from

the last inspection have been successfully addressed. In particular the outdoor area is an attractive, stimulating environment for the children to use in all weathers. This has had a very good impact on provision.

Self-evaluation is an ongoing process in which all staff are fully involved in reflecting and evaluating their practice so that they can identify strengths and areas for improvement. The manager has gathered detailed evidence to support the self-evaluation form and action plans. Staff appraisals support training needs effectively. All other documentation is extremely well organised. Safeguarding procedures are fully in place and rigorously implemented.

Partnerships with parents and others are outstanding. Parents feel that they have all the information they need about the curriculum, events and their children's progress. They are able to share any concerns with their child's key worker and feel confident that the staff meet the individual needs of their children extremely well. They feel that the setting takes account of their views. The pre-school has very close links with the primary school on site, making very good use of their facilities and sharing events. There is a comprehensive transition programme for children moving to this school and a number of other schools in the area. This ensures a very smooth transition from pre-school to school.

The quality and standards of the early years provision

The children really enjoy their experiences in this outstanding pre-school and achieve very well. They are fully involved in making decisions about their learning and are gaining very good independent skills. For example, a group were observed planning a seaside for a new role-play area. The adult questioned the children very well to promote discussions about the resources they would need. Whilst several boys made notes, other children collected equipment. Later in the session, after much discussion, children were observed playing in the rock pools which they had created, paddling in the sea and playing in the sand. They used their imagination, communication and thinking skills extremely well and the outcome was a very attractive role-play area being thoroughly enjoyed by all. Other children paint pictures of pirates for the pirate ship and build cars with small construction. Adults are extremely flexible and provide excellent support when needed. At the same time they are skilled at extending the more able children. In the other base, children select their own puzzles, writing materials and listen to stories. Two children concentrate on the pictures in a large book. They count the number of animals in each set on the page and add the two sets of animals together accurately. A key feature within the setting is the very good independent skills the children have gained. For example, they organise themselves to use the robot on the floor and take turns to control it without help from an adult. There is an excellent balance between carefully planned adult activities and those chosen by the child. Staff are very adaptable to support a child's particular interest.

Outside, children enjoy growing their own fruit, vegetables and flowers. They can access the outdoor area at any time and enjoy mark-making, riding small tricycles and using the water trays in the covered area. Key workers make regular observations of children both inside and outdoors to track each child's progress.

Information is collated in the children's Learning Journeys, which are regularly shared with parents. Parents are informed of their child's next steps in learning and receive regular reports on their child's progress in each area of learning. However, there are few opportunities for parents to celebrate their child's successes at home with the setting.

Children's welfare is promoted extremely well. Children enjoy healthy snacks at the café and regular exercise, including a very short 'wind up to learning and play' session at the start of each day. Children with special responsibilities take them very seriously. For example, after helping to prepare the fruit for snack, one child rang the bell to tell everyone the café was open. He repeated this several times because he felt he had not had enough customers at his café and wanted to remind everyone it was still open. Behaviour is excellent and children have an excellent understanding of dangers and how to stay safe. They speak politely and show great respect for each other and adults. There are strong community links, including participating in the local carnival, visits in the local area and entering competitions, such as for the best scarecrow. Children at Rainbow Teddies are extremely well prepared for the future because they are developing their communication, language, numeracy and information technology skills extremely well.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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