

# Rainbow Early Years

Inspection report for early years provision

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**Unique reference number** 145813  
**Inspection date** 13/07/2009  
**Inspector** Gillian Walley

**Setting address** Holbrook Primary School, Holbrook Lane, Trowbridge,  
Wiltshire, BA14 0PS

**Telephone number** 01225 774478

**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).

## Description of the setting

Rainbow Early Years, formerly called Holbrook Park Pre-School, operates from a mobile classroom at Holbrook Primary School in Trowbridge, and serves the south west of the town. The pre-school has access to the school outdoor play areas and the school courtyard. It is registered on the Early Years Register for 24 children aged from two to five years. The pre-school is open Monday to Friday 09.00 to 11.30 and 12.30 to 15.00, term time only. At present there are 62 children on roll, of whom 50 receive nursery education funding. The pre-school is managed by a committee of parent volunteers who employ the manager and ten staff members. All of the staff hold level 3 childcare qualifications. The manager has a degree in Early Years Care and Education. All regular staff attend workshops and training provided by the Wiltshire Early Years Team. The pre-school is supported by the local authority advisors. It is able to support children with learning difficulties and/or disabilities and those who are at an early stage of learning English. There is disabled access for adults and children. The pre-school achieved the Bristol Standards accreditation award in 2009 and continues to work to maintain and update its accreditation status.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Rainbow Early Years is an outstanding setting where all children make outstanding progress because of the very high standards of care and provision for their welfare, their learning and development. The capacity for further improvement is outstanding because the manager and her staff review all aspects of the provision frequently and identify the action they need to take. Inclusion is outstanding as children who have learning needs or who are at an early stage of learning English are especially well supported and make outstanding progress.

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

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

- extend the system for recording children's progress so that it can be shown to parents and monitored by staff
- provide reminders about hand washing after using the toilet and display information about the importance of healthy eating

## The leadership and management of the early years provision

The leadership of Rainbow Early Years is outstanding. The manager is well supported by a team of experienced staff who update their qualifications and training frequently. This training and the constant evaluation of what is provided for the children to identify areas for improvement gives the setting an outstanding

capacity to improve further. There has been excellent progress since the last inspection, for example, in the way that the children are grouped, the planning of activities is guided more by what interests and inspires the children, and better use is made of opportunities for outdoor learning. The setting runs smoothly on a day to day basis and members of staff have specific responsibilities so that they develop as leaders. When they start at the pre-school children are carefully assessed and there is an excellent system for finding out what they like to do because parents are asked for detailed and relevant information in an 'All about me' booklet. This is used to provide the children with activities which will help them to settle and encourage them to enjoy coming to school. Each child has a Learning Journey folder which records evidence of their learning in many ways, and is compiled by staff, parents and children together. Parents have easy access to these at all times. Good records are kept although the current system does not enable the children's rates of progress in different areas of learning to be compared easily. This is something the manager has identified as an area to develop.

The pre-school has very rigorous procedures to ensure that the children are safe at all times, both in the classroom and in the secure outdoor play area. There are systems in place for informing parents and recording times when children are given medicine or if they have an accident.

The pre-school has outstanding links with parents who cannot suggest anything that could be done to improve the provision. They feel that their children make excellent progress, particularly in gaining confidence, developing social skills, learning a wide vocabulary and in some cases learning English. Parents feel that their children are exceptionally well cared for and like the way the staff consult them frequently, for example, on the visits which are arranged. There are parents' meetings and they receive written reports which also contain many photographs so that they know how their children are progressing. They receive plenty of helpful and detailed information about what is going on including information about changes to routines. Parents find the staff very approachable and caring, and when children need additional support the staff are very helpful in contacting other professionals who can provide this. When the children are ready to move to primary school the setting works very closely with the school so that the children settle easily. This is also very reassuring for parents.

## **The quality and standards of the early years provision**

The provision is outstanding and meets the needs of all the children very well. The classroom and outdoor area are well resourced and everything is labelled and easy to reach so that children can gain independence by choosing what interests them and clearing away afterwards. They also take responsibility for registering themselves, and help one another for example, by passing food to one another or helping one another to put on shoes or aprons.

They behave exceptionally well because the adults have high expectations of them and they provide them with activities which they enjoy. Children collaborate well and share with one another. They say that they like being with their friends. Adults

talk very positively to the children and encourage them to try new things. Children listen well when they are working in their groups with an adult, and they make outstanding progress. For example, they use matching games and familiar objects to learn the sounds which make words. There are labels, for example, on doors and windows, so that children learn to recognise these words.

They learn about number through many activities and more able children are given the resources they need to move on in their understanding. The children are grouped according to their learning needs, and they make outstanding progress. There are very good resources for encouraging children in their early writing, and for enjoying books, and they enjoy using the computer. Posters of rules help the children to remember how to behave. The children know about the importance of healthy eating. They sit together and enjoy healthy snacks, and are encouraged to develop good manners. Some children stay for lunch, and this is a calm and sociable occasion. However there is no information displayed to remind them what food choices they should make. They know to wash their hands after using the toilet but there is no information to remind them of this rule so that they develop greater independence. Children understand what to do if they hear the fire bell and practise this frequently.

The children have a very wide range of opportunities for learning outdoors, and this is an area the staff have been working on. There is no structure providing shade at present but while they wait for this to be installed the staff improvise well, and encourage the children to create their own 'dens'. There is a very good range of equipment which helps the children in their physical development, for example, in learning to climb or to balance, and in understanding the world around them. The children grow flowers and vegetables and can explain what plants need to help them grow well. Adults question the children carefully about their learning so that they are encouraged to think and make predictions.

The children have key workers but they relate well to all adults, and they become confident speakers, keen to talk to visitors about their learning. Adults use every opportunity to reinforce learning, for example, counting how many children there are in the group, or reciting the days of the week while snacks are served. At the end of a session children discuss what they have been learning while the others listen well. They enjoy many familiar songs which reinforce their understanding of numbers. The children are praised for their achievements; there are displays of children's paintings and collages and also of specific achievements such as learning new sounds. They learn about other cultures and faith because they have very good multicultural resources such as books and dolls, they make visits to the local church and the mosque, and parents come in to talk to the children.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
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?	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

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