

# Rainbow Pre-School (Thrapston)

Inspection report for early years provision

---

**Unique reference number**

219996

**Inspection date**

12/02/2010

**Inspector**

Sarah Measures

**Setting address**

Sports & Social Club, Chancery Lane, Thrapston, Kettering,  
Northamptonshire, NN14 4JL

**Telephone number**

01832 732470

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Rainbow Pre-school (Thrapston) opened in 1986. It operates from a room and associated facilities at the Sports and Social Club in Thrapston in Northamptonshire. All children use an enclosed outdoor play area. There is disabled access to the premises. The pre-school is registered on the Early Years Register to care for a maximum of 26 children at any one time. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. The pre-school is open during school term times from 9:30am to 3:15pm on Mondays and Wednesdays and on the other three weekdays from 9:15am to 12:00pm.

Children attend for a variety of sessions from the town and surrounding villages. The pre-school offers support to children with special educational needs and/or disabilities.

The pre-school employs five staff, all of whom hold or are working towards appropriate early years qualifications. The pre-school receives support from the local authority and has links with local schools and other pre-school providers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall effective policies and procedures promote children's welfare. Very well-promoted principles and planning encourage their learning and development. Children make good progress because staff plan and provide a very welcoming learning environment to stimulate their interest and to promote their enjoyment. Managers use a variety of effective methods to evaluate the provision for children and effective systems are in place to drive forward improvement. Staff work together well supporting and supervising the children and their own keen attitudes towards learning are passed on to the children and help to create a busy and positive learning environment in which children thrive. However, daily routines do not always fully consider all aspects of the children's health.

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

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

- improve risk assessments to cover anything with which a child may come into contact and to show how hazards are minimised
- continue to review procedures for good health and hygiene
- make sure that observation and assessments are kept up to date to enable effective planning for individual children's progress towards the early learning goals.

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

Children are well safeguarded because staff are confident with how to recognise possible indicators of child abuse, and they know how to refer any concerns in line with Local Safeguarding Children Board policies and procedures. Details of how to contact Ofsted are clearly displayed within the setting, in order to promote a safe and transparent provision for parents and children. Procedures are in place to ensure staff are appropriately vetted and monitored to ensure their suitability to work with the children. Staff mainly use checklists to follow on a routine basis to ensure children's environment is safe for them to use. These checklists do not identify all hazards to children and the level of risk and how risks are kept to a minimum, which is a system that has the potential to improve the provision for the safety of the children further. Children are well supervised and supported by staff which helps them to feel secure and to enjoy their time at the setting and to achieve. Staff organise the setting well so that children can choose freely from a very good range of interesting and purposefully-planned activities.

Staff work co-operatively with parents in order to plan effectively for individual children. Sound systems are also in place to communicate with other providers that deliver the Early Years Foundation Stage framework, that children may also attend. This allows all those involved in the care and education of individual children to plan cohesively to meet their individual needs. Very good support is offered to children with special educational needs and/or disabilities. Children are very much valued as individuals and children with special educational needs are very well integrated into the setting's activities and routines. The group's Special Educational Needs Co-ordinator is experienced and confident in her role and offers staff and children good support. Staff and managers reflect upon the quality of the provision during formal and informal observations, evaluations, assessments and audits. This helps them to plan strategically for continuous improvement in the experiences and the quality of care offered to the children.

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

Children arrive and are eager to participate. They learn as they have fun and enjoy choosing from many stimulating activities that cover all areas of the development. Children learn to be responsible and to keep themselves safe because of staff's careful discussions and well-planned routines. For example, they learn about the dangers of using matches as staff light candles for them to sing happy birthday to a child. Children make good progress because staff carry out knowledgeable observations that they use to assess children and because staff make good use of parents' contributions and observations from home in order to plan to challenge individual children. However, if staff are busy then key workers do not always keep children's assessments up to date, and staff rely upon their knowledge of how children learn and their ongoing informal observations to help children to progress towards the next steps in their development. This may not always give each child every opportunity to develop to their full learning potential. However, overall staff

plan very good opportunities for children of different ages and stages of development to achieve. Staff's purposeful questions and interactions encourage children to think for themselves and to explore and to use their own ideas. Children show confidence and use their imagination as they dress up and become involved in different role play situations. This helps children to learn from each other and to make sense of everyday situations. Children rise to a challenge and work effectively as a group building a big tower using different sized plastic bricks. They take turns, with limited adult direction, and they work out how to use smaller bricks at the top to help the tower balance. When the tower falls over they laugh and immediately start to build another tower that is 'even bigger'. This is a very good example of how children are able to co-operate and to encourage and challenge each other.

Procedures and routines do not always fully promote children's good health. Staff use effective methods to safeguard children and themselves and to prevent the spread of infection when they change children's nappies. However, they do not always follow the same procedures if they are changing a child that is wet because they have not got to the toilet in time. Also there is potential for the procedures for the disposal of nappies to be improved upon. However, children are encouraged into healthy habits. For example, they benefit from regular opportunities to play and take part in different activities out of doors. They use a varied range of equipment to develop their physical control, co-ordination and strength. Whilst using large physical equipment, such as bicycles children show good consideration for others as they take turns and negotiate space safely. Children show independence in their routines and make healthy choices at snack time.

Children learn to value those that are different from themselves because they play and learn in a setting that effectively integrates images of difference and diversity and because different religious and cultural events are included in planning. This broadens children's knowledge and understanding of the world and helps to offer a welcome to all children and their families.

## 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
--	---

### 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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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](http://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
--	-----