

Little Rainbows Pre-School CIC

Inspection report for early years provision

Unique reference number EY397354
Inspection date 04/11/2009
Inspector Martin James

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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*.

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.

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Description of the setting

Little Rainbows Pre-School has been established for several years, and re-registered at Callicroft Primary School in August 2009. It is registered on the Early Years Register, as well as the compulsory part of the Childcare Register. The setting is located in Patchway, South Gloucestershire. The setting operates from several rooms within the school, with which close links have been established. Children also have access to an enclosed outdoor play area. Opening times are on Monday to Friday from 9.00am to 3.00pm, during term times only. A maximum of 26 children aged two to under five years may attend the setting at any one time. There are currently 41 children on roll, who attend for a variety of sessions. Appropriate provision is made for children with special educational needs and/or disabilities, as well as for those who speak English as an additional language. The setting provides early education for funded three and four year olds. There are six members of staff who work with the children. Two hold Level 3 qualifications and two hold Level 4 qualifications. One of these is working towards a Level 5 qualification. The setting also has a house-keeper.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting's capacity for continuous improvement is also outstanding. Children achieve exceptionally well, and they blossom in the warm, caring, friendly and stimulating learning environment provided. They enjoy their time in the setting immensely, because it is superbly led and managed and all adults are skilful practitioners who bring out the best in each child. The setting is a very child-centred, inclusive setting, and consequently all children settle in extremely well. They in turn are interested and motivated, and their attitudes to the many activities provided are exceptionally good.

What steps need to be taken to improve provision further?

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

- enhance the good outdoor play area, by providing a covered area to facilitate its use in all weathers.

The effectiveness of leadership and management of the early years provision

The manager leads an enthusiastic and well-qualified staff team extremely well. Staff in turn receive much well directed support from the board of directors. Children's learning and welfare are outstanding because the setting is superbly organised and runs very smoothly. Safeguarding and child protection procedures are rigorously applied. Risk assessments and safety checks are routinely carried

out, and all records, such as daily registers and accident and medication reports, are used very well to support children's ongoing health, welfare and safety. Comprehensive recruitment and vetting procedures ensure that staff are suitably qualified to promote children's learning and welfare. Excellent planning ensures that children experience and enjoy a wide range of activities, both indoors and outside. The outdoor area is used very effectively in all aspects of the curriculum. However, occasionally the lack of a covered area limits its use when the weather is poor. There is an excellent range of resources which staff and children put to very good use. Detailed tracking and assessment ensures that all children are very suitably challenged in all areas of learning, and very careful account is taken of their varying needs.

Detailed and thorough self-evaluation shows that the staff have an excellent understanding of the strengths of the setting, as well as the ambition to improve any aspects that need developing. The directors also provide an important monitoring role in ensuring that the setting provides the best possible provision for all the children. The manager is committed to improving her own knowledge base, as well as that of her staff, still further. There are excellent staff/children ratios, and this contributes very effectively to the quality of both learning and care. The setting works extremely well with parents, and they, for their part, are very appreciative of the setting. One said, for example, 'The children just love it'. Parents are welcomed at every opportunity, and they are kept fully informed about such things as teaching methods, the role of the key workers and the setting's policies and procedures. The information provided also helps parents to support their children's learning at home. All children have their own files of work and their 'learning journeys', which they share with their parents. Very good use is made of a range of outside agencies, should a need be identified. The setting also has very close links with the primary school, and this greatly benefits the children at the point of transfer.

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

Children enjoy an outstanding range of activities that support their learning, as well as their social and physical development. Resources are used very well, and children are provided with both teacher-led activities and the chance to choose for themselves. Children readily play together, share and take turns. Younger children are very well looked after by their older classmates. In tidying up and taking a pride in the appearance of their classrooms, and in taking roles of responsibility, such as giving out items at snack time, they make an outstanding contribution to their community. All children, of whatever ability, are encouraged to participate actively in the range of activities, and staff are always on hand to support and praise the children for what they are doing. Children's health and safety is a priority. The comprehensive hygiene routines children learn, help to keep them healthy as well as very safe. The strong emphasis on eating fruit and other healthy foods at snack time, as well as taking regular exercise, ensures that the children have an exceptional understanding of healthy lifestyles.

Every opportunity is seized upon to extend learning, and the children really enjoy

activities such as cooking, when, for example, they make pizzas. The computer is very popular, and is very well used to extend learning and develop observation skills. Children successfully develop their communication skills, such as when taking part in role-play in the 'Hospital'. They were seen happily bandaging each other's 'wounds' and administering 'injections'. They are developing confidence in using written language, when, for example, older children are encouraged to write their own names. Adults talk to them and question them at every opportunity, so further developing their speaking skills. Children enjoy books and stories, and they confidently turn the pages from front to back pointing to the pictures and recalling the story. Numbers and counting are used throughout the setting, such as when checking the numbers of children present or when children recognise shapes within the environment. The children learn very well about their own world, for example, through talking about the weather or identifying various features of autumn. Children are also successfully developing an awareness of the wider world, through various planned activities and experiences, such as talking about Diwali and the Chinese New Year. The children are supported very well by enthusiastic staff, who encourage their curiosity, provide a variety of interesting and challenging experiences and tasks and allow them the opportunity to make exceptional progress in all six areas of learning. Children are extremely well prepared for their move to school and for their future learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met