

Rainbow Pre-School

Inspection report for early years provision

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Inspector Stacey Sangster

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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 has been registered since 1982. It operates from two rooms, in a hall situated in the centre of Cranbrook. It is managed by a parent committee. It is open five days a week during school term times. Sessions are from 9am to 3pm on Monday, Tuesday, Wednesday and Thursday and 9am until noon on Fridays.

The setting is registered on the Early Years Register. They may care for up to 22 children between the age of two years and the end of the Early Years Foundation Stage at any one time, currently the setting has 36 children in the early years age range on roll.

Children attend a variety of sessions and mostly live in the local area. The setting currently supports a number of children with special educational needs.

The pre-school employs seven staff, all of whom have a childcare qualification. Four staff are qualified to NVQ Level 3, the remaining staff have completed Level 2 qualifications or equivalent. One of these members of staff is working towards Level 3.

The setting receives support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make good progress in all six areas of learning. Their welfare needs are adequately met and they have fun and enjoy their time in the setting. Management concentrate their efforts on making changes which directly impact on the children. The self-evaluation process is used appropriately to identify strengths and weaknesses and the manager and staff work together to drive improvements and secure enhanced services for the children and families who use the setting. The committee are supportive of the aims of the setting, but are limited in the professional support that they can offer. The extensive redevelopment of the outside play space and the thought put into the extension demonstrate the success of the setting in achieving their key goals. Staff and management are committed to ongoing improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident 01/04/2010

(Documentation)

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

- ensure that records reflect some benchmarking to indicate if children are making progress in line with, below or above the expectations of the Early Years Foundation Stage
- include on a more regular basis information from parents about what they notice their children doing at home and seek ways in which to further develop the partnership with parents in relation to education.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded, due to the practical measures in place and the routine practices of the setting. Some omissions in record keeping procedures mean that the setting has not met specific legal requirements such as maintaining a record of risk assessments, however there is clear evidence through the wide range of safety precautions in place that staff have a good awareness of safety issues and that the premises are maintained to ensure children are protected from harm and prevented from accessing hazards. Written risk assessment records have been kept in relation to outings. There is a trained, designated person who takes the lead in dealing with any concerns of a child protection nature, all staff are aware of the procedures to follow and the written policies inform parents and guide staff in this process to ensure that children's welfare is the primary consideration at all times.

Changes in committee have been frequent. Ofsted has not been notified of the most recent changes to committee members and the required checks for those who represent the Registered Body have not been completed. It is the committee's responsibility to ensure that Ofsted is notified of all changes so that these checks can be carried out. The provider has committed an offence by failing to notify Ofsted of a change to the committee. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The staff and manager ensure that children's safety is not compromised as it is the setting's policy and practice that all unvetted persons are prevented from having unsupervised access to children.

The setting has identified the need to elect more members to the committee who have a background in childcare and a knowledge of the Early Years Foundation Stage regulations to avoid a repetition of such problems in the future.

Practitioners are dedicated and work hard to improve the environment and experiences for children. They reflect and review what they do, making changes where they identify improved ways of working. Staff have good access to training and this enhances their knowledge and what they can offer children. They make good use of local support services offered by the local authority.

Resources are used well and reflect diversity, giving children the opportunity to discuss, explore and learn about cultures that are different to their own. This helps to support children to develop a positive attitude towards equality and diversity. Children learn some sign language, which is used on a routine basis. Not only does this ensure that children who join the setting and communicate in sign language are able to join in and be included by the staff and children, but it supports the children in being able to interact with others who may use sign language in their community and promotes inclusively in the wider context.

The setting has long established strong partnerships with parents in relation to care and is working to develop systems to secure partnerships in relation to education. Parents have been involved in choosing the assessment record systems that they find most useful and meet with key workers to review children's progress periodically. Systems to record parents' observations have been trialled with varying success. A partnership in relation to education is emerging and the setting is committed to extending this to better reflect that much of children's learning takes place at home. Parents are able to influence the practices and policies of the setting by joining the committee. Systems are in place to ensure that, where children are also attending other providers of the Early Years Foundation Stage, partnerships are established. The setting has a long established partnership with the local school which most children move on to. On the children's first day at school the manager of the setting goes to school with the reception class to assist in settling them and in order to share information as needed with the reception class teacher.

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

Children enjoy their time in this setting, they have fun, demonstrate that they feel secure and interact happily with each other and with the staff. They make excellent use of the outside play space and are encouraged to bring items in the nursery outside whenever possible. Children enjoy observing the effects of the elements while outside. They paint with water, watching it dry in the sun. Children and staff use chalk to draw around each others shadows, comparing size and shapes between them and staff. When the sun goes behind a cloud causing shadows to disappear, staff good naturedly lay on the floor for children to draw around them, so that their experiments and explorations can continue. Staff interaction with children is consistently good. Children regularly invite staff to join their games, giggling and squealing with laughter as staff try to fit into the cardboard boxes children are using as make believe vehicles. Staff boost children's confidence and self-esteem, they constantly praise them for being kind or helpful and this encourages and achieves an atmosphere of cooperation and caring. Children's behaviour is good and they make friends easily.

Routines are well balanced and staff demonstrate in discussions that they have a very good knowledge of children's individual abilities, what motivates them and where they need additional support. They use this knowledge to plan for each child and this ensures that their opportunities for learning include sufficient challenge and are tailored to reflect the different learning needs of each child. Written

observations are made and a colour coded recording system reflects that children have achieved certain milestones within their learning. The system is well liked by the staff and parents' feedback is that they understand it and find it useful to gauge where their child is in their learning. However, the record does not give an indication of how well children are achieving in relation to the Early Years Foundation Stage, it does not for example record observations where children have not been able to do something expected of their age. It is difficult using the record to identify where children's strengths and weaknesses lie.

Children receive good instructions that help them to develop an understanding of safety and result in them behaving in ways that are safe for themselves and others. This includes guidance about how children can take steps to adopt healthy habits such as good hygiene practices, understand and make healthy choices about what they eat and drink and be active and understand the benefits of physical activity. Children revel in the opportunities to play outside and have access to low level climbing equipment, ride on cars and bikes.

All children have good opportunities to make good progress towards the early learning goals in relation to their starting points, capabilities and interests. Staff support them to investigate and explore, giving them support and direction rather than doing things directly for them. A child who has trouble doing up a zip grins broadly as he follows the staff member's instructions and does his coat up himself. Children are developing the skills to be active learners, who are creative and think critically and enjoy the challenges of working out how to do things for themselves. During child-led activities, children organise themselves well and appear to enjoy both working independently and with each other.

Children in this setting are developing skills which will support them in the future. They have good opportunities to use information and communication technology. They regularly explore how the wider world is organised and demonstrate their understanding of this through their role play and communications. On the day of the inspection a group of children driving cardboard box cars enjoyed playing 'running out of diesel' and were creative in their ideas about how to resolve this. Overall, all children develop good habits as active, inquisitive and independent learners.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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