

# Rainbow Pre-School and Nursery CIC

Inspection report for early years provision

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**Unique reference number**

EY395494

**Inspection date**

17/01/2010

**Inspector**

Lorraine Sparey

**Setting address**

254 Lymington Road, Highcliffe, CHRISTCHURCH, Dorset,  
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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.

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 CIC opened approximately 20 years ago as a committee run group, and was taken over by the current management group in 2009. It operates from three rooms in the former school and youth club premises near the centre of Highcliffe, in Dorset. There is a secure garden for outdoor play activities. The setting currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 40 children aged from three to under eight years may attend at any one time. There are currently 44 children on roll of whom 33 are in receipt of funding. All the children are in the early years age group. The group opens five mornings a week during school term times. Sessions are from 9am until 12 noon and a healthy eating lunch club from 12 noon to 12.30pm.

A team of eight qualified staff work with the children including the manager. They are all qualified in early years to level 2 and the majority are level 3 trained. In addition, the manager holds an NVQ level 4. There is a mature student completing a placement within the setting. The setting receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

Children confidently come into the setting and separate from their parents and carers well. They participate in an appropriate range of activities and play opportunities enabling them to make sound progress in their learning and development. Staff create an inclusive environment and use information gathered from parents and other professionals to meet children's individual needs. There are some procedures in place to monitor and evaluate the provision, however, these are not fully successful in identifying areas to improve outcomes for children.

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

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

- maintain an accurate record of children's times of arrivals and departures. (Documentation) (also applies to the compulsory part of the Childcare Register)
- 03/02/2010

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

- review the key person system to ensure that all parents are aware of their child's key worker and there are opportunities to share information about

- children's progress
- develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop methods of working in partnership with other early years settings to support children's development and progress
- ensure that information gained through observations and assessment of each child's achievements, interests and learning styles, is used to inform the planning for the next steps in each child's development.

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

Children are generally safeguarded because staff demonstrate appropriate knowledge and understanding of possible signs and symptoms of potential child abuse. All staff are aware of the policy and procedures to follow in the event of a concern being raised. Most of the required documentation is in place to support children's health, safety and well-being. However, the daily register detailing the children's times of attendance is not always completed and there is not an accurate record of children present at any one time. This is a specific legal requirement under the Early Years Foundation Stage framework. Risk assessments are completed to ensure that the environment is safe and well maintained. There are sound recruitment and vetting procedures in place to ensure that staff are suitable to work with children and records are kept in individual staff files about their suitability which includes their unique Criminal Records Bureau number.

Staff are motivated, working well together as a team and are committed to training. All staff hold early years qualifications and regularly attend courses and workshops. For example, all staff are currently attending a course on 'Inclusion'. This ensures their knowledge is kept up to date. The setting has some procedures in place to monitor and evaluate. The three directors have begun completing the Ofsted self-evaluation form. However, this does not encourage all staff to be involved in this process. Parents' views are generally sort through informal discussions. The setting has received some support from early years advisors and staff share ideas when they attend meetings with other settings. However, the systems are not fully effective to identify their strengths and areas to develop and improve.

The play space and resources are used appropriately to support children in choices in their play. At times throughout the week the nursery children are cared for within the pre-school play room and at other times they have their own room. Resources in both rooms are accessible to children and staff provide a range of activities each day for when the children initially arrive. There is an additional room that is currently not being used due to problems with the heating. Staff are generally deployed effectively to support children in their care and learning and development. There is a key worker system in place, however, it is not fully effective as parents are not aware of who their child's key person is. Children with English as an additional language are supported within the setting. Staff use pictorial cards to help children communicate their wishes.

Staff develop positive relationships with parents. Parents report that they feel communication is good. They know that they can look at their child's folder at any time. Some parents report that they like the staff's play based approach and they feel their children benefit from the specific sessions with the French and music teacher. There are some informal opportunities for parents to share information about their children but this is on an ad hoc basis. The information gained is not used to inform the next steps in children's development. The setting works closely with other early years professionals such as Portage. They have begun to develop systems to link with other early years providers that the children attend. However, these are not consistent to ensure children make maximum progress in their learning and development.

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

Children participate in a range of age-appropriate activities and play opportunities. They show interest as they play with baked beans, weighing scales and various sized containers. Staff encourage the children to problem solve as they experiment with how many beans and spoons they need to make the scales balance. Other children enjoy using chopsticks to catch pretend squid from a bowl. Staff support and use open-ended questioning to encourage the children's development, however, this is not consistent. At times children are not sufficiently challenged because staff are not fully aware of learning outcomes for individual children to ensure they are making maximum progress. Younger children enjoy exploring gloop whilst the others experiment using vegetables and paint to make patterns on paper. Some children prefer to paint their hands which is supported by staff. Children have opportunities to learn French. A specialist teacher visits the setting and children participate in fun activities learning French.

All staff complete observations on the children, however, how this information is used is not consistent throughout the setting. For example, staff with the younger children identify general targets and this information is not recorded in their development records and, therefore, it is difficult to establish children's progress given their starting points. In the pre-school some staff focus on specific areas such as colours and numbers rather than children's overall progress in all areas of their learning. Staff have recently changed the systems they used to record children's progress and feel the new procedures are not working because there is no clear picture of where children are in their development towards the early learning goals.

Children's health is appropriately supported, they are beginning to develop independence in their personal skills such as hand washing before eating and after using the toilet. Staff provide tissues and encourage children to try and blow their own nose and dispose of the tissue appropriately. At snack time children enjoy various fresh fruits, crackers and breadsticks. However, some staff pass the fruit to the children and other staff encourage the children to help themselves which is inconsistent and risks cross infection. Children are encouraged to learn about staying safe through discussions. For example, during an activity talking about the

letter of the week a member of staff shows the children an iron. This leads to a discussion about safety and the children talk about they know they must not touch the iron because it gets very hot. Staff have devised golden rules to support children's understanding of safety and behaviour. However, at other times children forget and they run around the setting as their play becomes more boisterous. Children's behaviour is generally appropriate to their age and stage of development. Minor disputes are often resolved quickly through discussion with the staff at the children's own level of understanding. For example, a two-year-old takes a toy away from another child and the member of staff explains about sharing. When the child passes the toy back the member of staff praises them.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Safeguarding and promoting children's welfare) 03/02/2010