

Rainbow Pre-School (Kettering)

Inspection report for early years provision

Unique reference number 220018
Inspection date 03/02/2010
Inspector Hazel Christine White

Setting address Millbrook Centre, Churchill Way, Kettering,
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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

Rainbow Pre-School (Kettering) opened in 1974. It is managed by a committee of parents and operates from a mobile building on the site of the Millbrook Community Centre in the Ise Lodge area of Kettering. The group use the main hall, kitchen, toilets and storage areas. Disabled access is available at the side of the building. The setting serves the local area and has strong links with the school. There is a fully enclosed play area available for outdoor play.

The setting is registered to care for maximum of 26 children under eight and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 60 children on roll, all of whom are within the early years age range. The pre-school opens during term time for five mornings a week from 9:00am to 11:30am, and five afternoons from 12:30pm to 3:00pm. Five of the sessions, two afternoons and three mornings are for children in their pre-school year. Children attend a variety of sessions each week.

The setting employs 10 members of child care staff. Joint supervisors run the provision. One has a Foundation Stage degree and the other a Level 3 qualification. Four other staff have Level 3 qualifications and two have Level 2. One is working towards an appropriate childcare qualification. The pre-school is affiliated to the Pre-School Learning Alliance and works closely with the Northamptonshire local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are making satisfactory progress in their learning and development but their welfare is inadequately promoted. Systems for recording staff suitability and the effectiveness of policies and procedures are insufficient to protect children's welfare and safety. The pre-school practice is fully inclusive where all children are valued and treated with equal concern. Staff recognise each child's individuality and they offer all children a variety of experiences that help them to develop new skills, knowledge and have fun. Partnerships with parents and others are suitably established and assist staff in supporting children's changing needs. The provider demonstrates a positive attitude and commitment to developing practice although evaluation systems are in their infancy and do not yet include the views of the staff team and parents.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that safeguarding contact numbers are readily available (Safeguarding and promoting children's welfare) also applies to both parts of the Childcare Register 05/02/2010
- keep a record of the information used to assess suitability to demonstrate to Ofsted that checks have been done, this is with regard to CRB disclosures (Suitable people) also applies to both parts of the Childcare Register 05/02/2010
- conduct a risk assessment and review it regularly, at least once a year or more frequently as the need arises (Suitable premises, environment and equipment) also applies to both parts of the Childcare Register 24/02/2010
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation) 05/02/2010
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken (Documentation) also applies to both parts of the Childcare Register 24/02/2010

To improve the early years provision the registered person should:

- develop further a culture of reflective practice, self-evaluation and informed discussion within the staff team in order to identify the setting's strengths and priorities for development, and include the views of parents.
- review the system for storing children's assessment records to ensure that they are more readily available for parents to view and contribute to.

The effectiveness of leadership and management of the early years provision

Both supervisors have specific roles, one is responsible in the main for developing policies and procedures and the other for liaising with parents and the day to day running of the setting. They are not however, sufficiently aware of each other's roles and this results in the leadership and management being ineffective which compromises children's welfare and safety. Documentation lacks organisation and important information is not readily available. For example, the provider cannot demonstrate that all staff have been suitability vetted because there is no clear system for recording this information and staff do not know where to find child protection contact numbers should they need to raise a concern. Although staff complete a premises check each day, a risk assessment has not been conducted or recorded to ensure that all potential risks to children are identified and suitably minimised.

Staff develop positive relationships with parents. A range of useful information is made available to them in the entrance hall and this helps them to be aware of

what is happening in the setting on a daily basis. Parents are encouraged to share information about their children's interests and starting points. Staff are friendly and approachable and spend time chatting to parents at the end of the session about their children's progress. However, children's development records are not shared on a regular basis because they are not kept on the premises. Some children attend other early years settings and the supervisors are aware of the value of working in partnership with these settings and continue to look at ways to forge links with them in order to benefit children and provide coherence and consistency. There are good systems in place to support children with special needs and/or disabilities and for those who have English as an additional language. Staff liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included within the setting.

Resources are suitably deployed and children have access to a good range of developmentally appropriate toys and equipment. Supervisors encourage staff to attend training in order to keep their knowledge and skills updated and they have supported the team in implementing the Early Years Foundation Stage (EYFS). Management has begun to evaluate the provision as a whole but systems to do this lack vigour and do not take into account the views of others. Therefore, the strengths and weaknesses of the provision have not been accurately identified and priorities for improvement are not sufficiently targeted to promote the best outcomes for children.

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

Children are making satisfactory progress in their learning and development. Staff are aware of the individual needs and preferences of the children in their care because they talk to their parents and observe and assess them on a regular basis. They plan experiences based on what individual children enjoy, need and show an interest in and understand how to promote children's learning in all areas. As a result they are becoming active learners and are keen to participate in activities. Key workers have begun to develop a folder for each child that contains brief observations, photographs of them involved in play and examples of their work. These are shared with parents during designated open evenings. At other times these records are stored off site which means that parents are unable to contribute to them.

Resources reflect diversity and a variety of religious and cultural festivals are explored through everyday discussions and planned activities. Children with additional needs are supported well and staff work alongside parents to help children reach their full potential. All staff and children learn to use Makaton and can competently sign to the 'Goldilocks' song at the end of the session. Consequently, children are learning about the wider community and developing a positive image of themselves and others.

Children are able to count and recognise numbers and they play games and take part in activities that encourage them to identify numerals, count objects and match various patterns and shapes. For example, whilst playing with 'compare

bears' children group them according to colour and size and link them together starting with the biggest. They show good imagination and enjoy creative play, although sometimes art activities are very adult led so that the end product for every child is similar. A garage quickly becomes a zoo with children pretending to be vets, caring for lego animals that have got 'poorly eyes and snore a lot'. The outdoor area is sufficiently resourced and provides children with opportunities to climb, run, use wheeled toys and generally enjoy nature and the fresh air.

Through a caring and sensitive approach staff encourage good manners and children in the main behave well and listen to what staff have to say. Older children know that they must wait patiently for their turn in conversations and they show care and concern for others. Staff reward good behaviour and effort with praise and positive body language. Children show good levels of self-esteem and confidence. They are learning to protect their own safety through some planned activities and listening carefully to staff. For example, they do not run around inside because they understand that they might fall and hurt themselves or others and they know that when using knives and scissors they must sit down. They are eager to help when requested. For example, children help to tidy away toys and are keen to find their name cards and choose their own drink at snack time. Consequently, they are developing a sense of responsibility.

Children learn suitable procedures regarding personal hygiene through regular routines and discussion. They know to put used tissues into the bin and cover their mouth when they cough. They develop an understanding of health and nutrition as they are encouraged to eat healthy snacks such as fresh and dried fruit and they have access to water throughout the day. Children are encouraged to adopt healthy lifestyle and have a positive attitude towards being active.

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?	4
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?	4
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	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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 provider confirms that the requirements of the voluntary 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 (Suitability to care for children, or be in regular contact with children and suitability and safety of premises and equipment) 24/02/2010

To comply with the requirements of the voluntary 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 (Suitability to care for children, or be in regular contact with children and suitability and safety of premises and equipment) 24/02/2010