

Rainbows End Pre-School

Inspection report for early years provision

Unique reference number

EY400075

Inspection date

03/02/2010

Inspector

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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

Rainbows End Pre-school is situated in Bamber Bridge and set within a single storey building next door to a primary school and separate out of school premises. Facilities for children comprise of the main pre-school room and smaller pre-school room. There are adjacent kitchen and toilet facilities. The hard surface outdoor play area is situated to the rear of the building. The provision is close to local amenities, such as shops and the library. The provider is registered on the Early Years Register and may provide 30 places for children aged from two years to five years. There are 46 children on roll. The setting supports children with special educational needs and/or disabilities. The provision offers five morning and five afternoon sessions each weekday between 9.15am and 11.45am and 12.45pm to 3pm. Three sessions per week on Monday, Tuesday and Thursday are devoted to children under three years of age. The registered provider/manager holds the BTEC National Certificate in Nursery Nursing. There are four other staff employed, three of whom are qualified or are relevantly trained in childcare. Advice, support and training are obtained from the local authority and membership of the Pre-school Learning Alliance (PLA) is retained.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has an enthusiastic staff team who have an excellent awareness of the Early Years Foundation Stage (EYFS) and of every child's individual requirements, which ensures that their learning and welfare needs are successfully promoted. Good procedures are effectively implemented to keep children safe and secure. The strong partnership with parents and others ensures that no child is disadvantaged. This means that children progress well, given their age, ability and starting points. The manager and staff team regularly review and plan their practice to make sure that priorities for development are identified and acted on so good outcomes for children are well promoted.

What steps need to be taken to improve provision further?

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

- ensure that key working is effective in practice for all children, reflecting the written statement that is made available to parents and carers.

The effectiveness of leadership and management of the early years provision

Designated staff have a good awareness of child protection issues and necessary documentation is in place to provide further guidance. Children are safeguarded through the good deployment of staff who provide effective supervision and the use of appropriate written procedures that are shared. Good risk assessments are

carried out in all areas used by the children and for each type of outing. All the required documentation to safeguard children is in place and robust recruitment procedures help to ensure that only suitable personnel are employed. Good ratios are maintained and accurate records are kept of children's attendance, in keeping with requirements of registration.

The committed staff work well as a team and are joined by a shared vision for improvement. The manager works directly with the children and staff, and steers the work of the setting. She holds regular staff meetings to discuss development planning and offers annual appraisals for staff to monitor and encourage their professional childcare knowledge. Self-evaluation is informally carried out by the provider, with some input from staff through general discussion and in staff meetings. This is starting to be used to formalise ways to ensure and reflect the vision for continuous improvement. For example, the outdoor play area was identified for improvement to boost the play and learning experience and to allow children free flow between the indoor and outside learning environments. The provider and staff work positively with the local authority Early Years Advisory Team to implement new ideas, demonstrating a good commitment to continuous improvement and partnership working. Good flexible links with specialists like the local authority Special Educational Needs Coordinator (SENCO), Integrated Services and the local Sure Start Children's Centre ensures that the needs of every child can be met appropriately.

Good partnerships with parents enable staff to get to know the children well, which means they can meet each child's individual needs and can plan for their continued development. Good written and verbal information is exchanged with parents to ensure consistency of care and awareness of the settings procedures. Parents have regular opportunities to meet with staff to discuss their child's development, encouraged by the friendly staff team, when they bring and collect their children. Staff have implemented a home link book, and regular newsletters keep parents and carers informed of future planned activities, themes and events. However, key working is not implemented in practice for every child as the written statement suggests. The setting promotes equality of opportunity for staff, parents and children, and accessibility is promoted well. Dual language talking pen books, for example, is one example of how inclusion is promoted. Other resources and activities provide positive images of other people allowing children to learn about their own and other people's differences and similarities effectively.

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

Staff develop positive relationships with the children from the start, aided by the information they get from the 'All About Me' books that parents complete about their children at enrolment. Consequently, children are helped to settle and are supported as they learn to separate from their parents. Staff provide good role models for children and quickly respond to any minor disagreements helping children to develop their social skills. Staff have a very good awareness of using children's interests to promote their knowledge and skills, and through close observation and information from parents, are able to effectively plan for each

child's continuous development. As a result, children are confident and motivated to learn. Staff extend children's thinking by asking meaningful questions, for example, 'how many presses do you need to make so the bee-bot moves to the correct house?' as they play the number game. Some three-year-old children are competent at counting to 10 and beyond, and they know, and can name the number symbols confidently as they point to each one in turn. Children move freely between the two playroom areas and outside, selecting from the wide range of very appropriate resources and activities. Each learning area is well resourced to support children's independent exploration and a sensory area stimulates their imagination. Children are learning about how the freezing weather had caused the rainwater to become ice as the frost was wiped off the workbench outside. Learning opportunities like this are used by staff to further children's knowledge and understanding of the world and how materials can change from one thing to another. They are encouraged to reflect on their own experiences too when they find a fist size stone in the water tray and are asked where else they could find stones. One child said the beach as he was reminded of his holiday.

Children are confident communicators; they are enthusiastic when singing the Hello song and the Rainbow song for the visiting inspector. They amiably chat, ask questions, and are very engaged in their play. They listen to the stories told to them by staff and engage with resources like the 'talking tins' as they record their own voices and those of their friends. Children have access to an excellent and varied range of resources to support their communication skills, such as the dual language books and story sacks in the reading area. Children are gaining great skills with technology. As well as the 'talking tins' voice recorders they use cameras, programmable toys, and a video recorder and compact disc player. They play the number game using the programmable robot as they develop their counting and technology skills together. Children get along very well, take turns and share. They work together to decide on what names to give the gold fish as they learn about listening to the views and ideas of others in the group. This promotes their skills for the future well. Children independently use the computer to operate a programme, demonstrating how they use the mouse to paint a picture. Children develop good imagination and creativity when they all help contribute to the wall picture 'Under the Sea' linked to that topic. They use small world toys and role play to take on different roles, they select from a range of art and craft materials to create their own designs and they use play dough in a range of ways. For example, one child makes cakes and pretends to cook them, while another rolls the dough out to make patterns in it.

Children develop a good awareness of how to stay safe and healthy through their play and daily routines. They learn to consider others as they are reminded to be careful when they ride the bikes outside and know that they must not drink the water from the water tray but use the water dispenser instead. Children regularly practise the emergency evacuation procedure and help when mopping up spills to prevent accidents. They wash their hands prior to eating, using soap and warm water to prevent cross-contamination, and have learnt that the used cups and plates are kept separate from the clean ones. Pre-school children are enjoying the freedom to choose when to have their snack and are developing their independence as they put their food on their own bowl, and take it to the table to eat after placing their banana name card on the chart on the wall. They are

becoming ever more competent at peeling their own oranges, which improves their fine motor skills and independence. Children have daily opportunities to be outside and can move easily in and out, as they wish.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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
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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	1
The extent to which children feel safe	2
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	1

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