

Rainbow Pre-School - Sandbach

Inspection report for early years provision

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Inspector Sarah Jane Rhodes

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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 - Sandbach opened in 2009, previously operating within the Wesley School Rooms, Sandbach since 1966. It operates from one classroom and the hall within Offley Primary School, Sandbach. There is a secure outside play area.

The pre-school operates five days a week during term time only and opens from 9am to 3pm from Monday to Thursday and from 9am to 12pm on Fridays. The pre-school may care for a maximum of 24 children aged from two years to five years at any one time. They are registered on the Early Years Register. There are currently 50 children in this age range on roll. The pre-school has a number of children with special educational needs and/or disabilities.

There are seven staff who work directly with the children, all of whom hold a recognised early years qualification. One member of staff has recently achieved Early Years Professional Status. The setting receives support from the local authority pedagogue and they are members of the Pre-school Learning Alliance (PLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The preschool is committed to providing a vibrant and stimulating environment which allows every child to investigate and discover for themselves. Staff use every opportunity to extend children's learning and develop their individual interests. Children are able to freely access equipment; they are confident and articulate. Clear layers of self-evaluation have been utilised by the whole staff team to review all aspects of the organisation and implement changes to improve practice for the individual child and the group as a whole. Strong links are built between parents and the preschool and this is being proactively extended to include parents as active contributors to their child's observational record and the child's learning at home. Risk assessments have been completed and the building is secure, most records are in place to track adults suitability and attendance.

What steps need to be taken to improve provision further?

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

- clearly notify staff that they are expected to declare any changes in their circumstances that may affect their suitability
- further enhance the record of adults on the premises by recording the names of students working on the premises each day
- further develop the effective use of the outdoor spaces to create an even more stimulating environment that offers a range of activities at all times of year.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through a strong management structure including a supportive committee. Robust recruitment procedures ensure staffs suitability is established at appointment. Induction and ongoing appraisals ensure the manager can establish that staff have good knowledge of the policies and have identified any training requirements. Procedures to access staff's ongoing CRB and health status have not yet been incorporated into the appraisal system. Staff manage the entry of parents and visitors. A record of the numbers of students on the premises is kept but there is less clarity about the exact names on each days records. Risk assessments for the building, grounds and any outings are completed and reviewed regularly. A written safeguarding procedure is in place which ensures that staff are up-to-date with current local safeguarding procedures so any concerns about children in their care can be addressed promptly.

The setting has an exceptional ability to raise its own standards. The preschool is highly committed to self-evaluation as a way to identify areas of strength and areas for improvement in a structured way. An analysis of the improvements required in the provision led to the move in premises and the staff and manager remain committed to setting new goals for improvement such as the development of the provision for outside play or reorganisation of the indoor play space. Excellent work is undertaken by staff to evaluate the provision for each child in detail and make changes to drive improvement. All staff are now qualified and they all have energy and drive to move forward and come up with solutions. Required policies and procedures are in place to help with the safe and smooth management of the setting.

Parent partnerships are seen as vitally important and a range of methods are used to share information with parents. Parents are encouraged to talk to staff on an ongoing basis and offer suggestions or share concerns. Newsletters not only keep parents up-to-date with latest events and preschool policies but also help parents understand about the EYFS and how their child's learning will be monitored in the preschool. The parents are also given lots of help and advice both face to face and through the newsletters about how they can support their child's learning. The large files of children's assessment records are shared with parents who are encouraged to contribute to them on an ongoing basis. Partnerships in the wider context are used to develop the quality of education and care, links with other professionals are used to gain ideas about best practice. The preschool has been proactive in setting up, 'home setting link diaries' to communicate with other setting through the child's parent taking a diary between the settings. This encourages the other setting to tell the preschool about what the child is doing with them. The preschool has very close links with the school's early years department and works on ways to smooth the transition from preschool to the school.

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

The preschool promotes children's learning and development exceptionally well. The staff are always striving to provide an extremely stimulating environment for every child. They totally understand the need for review and change. They spend time observing a number of children, their interactions with others and the environment. This helps staff to identify how they can enhance children's learning and change the environment or activities to stimulate all children's interests and ensure some groups are not inadvertently disadvantaged. The staff have a very secure knowledge of the Early Years Foundation Stage (EYFS) and demonstrate a very good understanding of their planning and assessment processes. They use the observations of individual children's achievements and next steps to feed into detailed planning. Overarching themes provide stimulation for adults and children and open up new avenues of learning to children. However, staff are also very aware of children's individual interests, for example, in trains and use these to break down barriers or extend learning. Development files for each child contain age appropriate tracking sheets which give a clear picture of progress of the child and makes it easy to identify any gaps in their learning. These are completed using information gained from spontaneous observations and more detailed observation forms. Parents are fully included in the assessment process and are encouraged to undertake activities at home to be included in the files and make comments to inform staff. The tracking sheet information for individual children is gathered onto a master sheet for all children, this makes it easy for all staff to see areas for development for individual children and where the group as a whole needs more extension.

The children are so settled and confident that the setting almost buzzes with spontaneous learning. Staff use every opportunity to extend children's learning through relaxed questions and discussions that encourage children to think further about what they have found or said. They are making excellent progress in their communication, language and literacy skills. They enjoy singing and have lots of opportunity to talk with staff and each other in small and larger groups, which makes them confident and articulate speakers who are starting to learn some words from other languages such as Spanish and French. Staff introduce letter sounds and are aware of sounds children are finding more difficult. Children are also making excellent progress in their understanding of number and enjoy using their knowledge in a variety of activities, for example, counting the number of children attending the session or how many horns a triceratops has. They recognise numerals when needing to write the number of children attending on the board, but also notice numbers in unfamiliar situations such as seeing a number eight in the shapes on the bark of a tree outside. Children learn about the wider world and the natural environment through outside play. They are able to grow vegetables and explore the small wooded area. Children are introduced to other cultures through activities based around major festivals such as Chinese New Year and ongoing use of a range of languages. Children have ready access to computers. They have ample space to move around, climb and undertake a range of activities outside but this is limited in wetter periods of the year. The walls are used to display a range of creative craft work and photographs which value the

children's achievements.

A healthy range of appealing snacks are provided both at morning and afternoon breaks and children have easy access to water throughout the day. Parents provide packed lunches and staff advise on healthy ideas for packed meals. Good hygiene practices are introduced to children through everyday routines and the children are shown how to keep themselves safe through clear rules such as wearing helmets when cycling on tricycles. Staff manage the children's behaviour in a very positive way; praising the children, keeping them well-occupied and helping them to negotiate with one another and work as a team to problem solve. The staff are confident in their ability to provide a tailored service for all children, including those with additional needs. They speak to parents or other professionals when required for advice on any adaptations to the building or their care for children with special education needs and/or disabilities to ensure each child has appropriate care and activities. Children are making outstanding progress in developing skills for the future and the move to school when the time comes.

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	1

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	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

The quality of the provision in the Early Years Foundation Stage	1
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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	2
The extent to which children adopt healthy lifestyles	2
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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