

Rainbow Pre-School

Inspection report for early years provision

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Inspection date 09/06/2010
Inspector Teresa Elkington

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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 is privately-owned, which has been registered since 2004. The pre-school operates from the Scout Building in the Meath Green area of Horley, Surrey. Children have access to a large hall with adjoining toilets and hand washing facilities. There is a fully enclosed outside play area. The pre-school serves families from the local community and surrounding villages. The pre-school is registered on the Early Years Register.

A maximum of 26 children aged from two and half years to the end of the early years age range may attend the pre-school at any one time. The pre-school is open, Monday to Friday, term time only, from 9.30am to 12.30pm. In addition a lunch club operates on Tuesday and Thursday. There are currently 36 children aged from two and half years to under five years on roll. Of these, 27 children receive funding for early education. The pre-school currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. A team of seven members of staff work with the children. Of these, six staff hold recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an environment which fully supports and recognises children as an individual. Consequently, children thoroughly enjoy their time at pre-school and develop a strong sense of independence, which allows them to be become active learners. They make good progress in their learning and development through the effective systems that are in place. A team of caring, experienced staff work effectively together to provide a happy and harmonious experience for all children. Partnerships with parents is fostered to ensure that the needs of the children are known and met. Recommendations from the previous inspection have been successfully addressed and ongoing evaluation and regular monitoring of all areas of the provision enhance children's experiences.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- develop partnerships with other Early Years Foundation Stage settings that children attend, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

Clear and comprehensive safeguarding procedures secure children's safety and welfare; consequently, staff fully understand how to protect children from harm or abuse. There are thorough systems in place to protect children from unvetted persons and to ensure staff are suitable. Ongoing risk assessments are carried out to ensure that the setting and the environment is safe for the children. Policies and procedures are in line with requirements, regularly reviewed and available to parents. All required records are in place and well maintained and are stored effectively to ensure confidentiality. Staff promote children's understanding of keeping themselves safe, for example, they regularly participate in fire evacuation drills.

A team of experienced staff work well together to provide a rich learning environment for the children. The good organisation of available space and resources allows children to explore all play and learning opportunities independently both indoors and outdoors, enabling all children to take part in purposeful play opportunities. Clear systems are in place to support the ongoing development of the staffing team, which ensures that they can reflect and develop upon their practice to enable them to strive for better outcomes for children. For example, regular staff meetings, annual appraisals and additional training. Effective systems are in place for both the staff and parents to evaluate the service provided which ensures that the future development of the provision is successfully identified and planned for. Recommendations made following their last inspection have been fully met and have had a positive impact on outcomes for children. For example, the introduction of the rolling snack bar allows children to enjoy their snack when they wish, without having to interrupt their play experiences.

Partnerships with parents is good. Parents speak positively of their children's experiences at the setting, and comment on their children being happy and settled within the welcoming environment, and that staff are friendly and approachable. Information gained from parents is comprehensive and forms a basis for staff to support children's individual needs. Parents have access to a range of information about the setting through a well presented prospectus, regular newsletters and informal discussions as to children's achievements. However, currently no systems are in place to ensure a constant dialogue with Key workers or other providers of care, to ensure a shared approach to learning. The setting fully supports children with special educational needs and/or disabilities and for whom English is an additional language. Good links are made with external agencies to ensure that the child's specific individual needs are highlighted and met by the staffing team.

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

All children make good progress across all areas of learning, towards the early learning goals. Staff know children very well and plan and provide opportunities and activities to meet each child's individual needs and interests, ensuring all

children make good progress, in relation to their starting points and capabilities. Children are very relaxed and familiar in the setting. They arrive and settle quickly, readily leaving their parents in readiness to follow the routines of their day. They have access to a child orientated setting where their own work is effectively displayed providing a sense of belonging for all. They independently select their own resources which enables them to follow their own interests and desires. They move with ease and confidence both indoors and outdoors showing that they are fully engaged and eager to participate in all that is available to them.

Children are confident, friendly, develop good social skills and make friendships. Consequently behaviour is very good. They are constantly praised for their efforts across the whole of the setting. Children have good opportunities to learn to respect diversity by celebrating festivals from different cultural traditions as well as their own. Children develop a keen understanding of the importance of good health. They enjoy a range of healthy fruit options at snack time, which the children themselves have contributed to from home. They receive daily fresh air and exercise through the free flow system that is in place. Children develop good personal hygiene routines as they independently wash their hands prior to eating their snacks and also after visiting the toilet and after messy play activities. Children respond to their bodily needs well. For example, they help themselves to drinking water showing care as they pour out their drink.

Staff utilise daily routines well to encourage children's learning. For example, children have good opportunities to develop their numeracy skills at circle times, as they count the amount of children and staff present and practise the formation of numbers to record their findings. Staff provide inviting and exciting play opportunities for children, which instils enthusiasm and participation ensuring children become active and inquisitive learners. For example; the set up of the 'Dinosaur Island' generates delight and wonder, as children call to others to come and join them in their play. Well organised 'Show and Tell' sessions, enables children to develop their thinking and confidence as they share information of their own lives. Children are engaged in many activities to help develop their skills for the future. They have independent access to a good range of information and communication technology equipment and ample opportunities to develop and practise writing skills. All children have access to role play equipment, where areas are traditional home corners as well being transformed to create scenarios such as the 'Green Grocers' and 'Dinosaur Museum'. The ethos of the setting enables positive outcomes for all children and their families.

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	2
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

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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	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	2

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