

Rainbows End Pre-school

Inspection report for early years provision

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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 has been open since 1989. It is a committee run pre-school and it operates from within The Timebridge Community Centre, situated in the Chells area of Stevenage, Hertfordshire close to schools and shops. The centre is also used by the other community groups whilst the pre-school is in operation. The provision operates from one hall, which is available for sole use, during the hours of the pre-school and children have access to a fully enclosed garden. The kitchen and toilet facilities are shared with the centre.

The provision is open each weekday during term-time. The pre-school provides five morning sessions for older children and two afternoon sessions for younger children. Sessions are from 9:15am to 12:00pm and 12:45pm to 2:45pm. The setting receives funding for Nursery Education and is registered on the Early Years Register.

The provision is registered for 26 children within the Early Years Foundation Stage and there are currently 47 children on roll, all of whom are within the Early Years Foundation Stage. There are five staff members. Of these, four hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The recently changed management and staff team provide a very warm and welcoming environment. They use good safeguarding procedures and effective risk assessments to ensure that children are safe. They have begun to build an accurate knowledge of each child's needs to ensure that they promote an inclusive environment in which every child feels included. Partnerships with parents, carers and other professionals are developing, helping to promote partnership working and foster children's development. Procedures for self-evaluation and internal review, to promote continued improvement and outcomes for children, are now established and all staff are fully included in the process for developing future plans in order to promote children's learning and development. However, planning and assessments, for the Early Years Foundation Stage, are not effective in promoting all areas of children's learning.

What steps need to be taken to improve provision further?

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

- ensure that the areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities and use the identified next steps for each child to ensure that activities are tailored to the needs and abilities of individual children

02/06/2010

(Organisation).

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

- develop the educational programme for personal, social and emotional development, with particular reference to promoting children's independence
- ensure that regular staff appraisals are carried out to identify the training needs of staff.

The effectiveness of leadership and management of the early years provision

The pre-school has a new management team who are working together, with staff, to improve the setting. The manager has devised and written new policies and procedures which are now in line with the Early Years Foundation Stage. For example, thorough safeguarding procedures and good staff knowledge ensure that children are fully protected. Staff are vigilant in ensuring that only vetted persons have access to children by monitoring the main entry to the setting and there are clear procedures for seeking clearances for all volunteers. Clear recruitment and induction procedures ensure that staff working with children are suitable to do so and they hold the required clearances and staff use sound risk assessments to minimise hazards. The Manager demonstrates clear expectations for development and supports staff in attending any required training. However, whilst self-evaluation processes have begun these have not addressed a system in which appraisals are used to identify staff training needs or implement a programme of development for staff.

Staff are well-deployed throughout the setting. The environment is conducive to learning, safe and well-cared for with staff re-evaluating the use of the hall to provide separate areas to ensure that children have opportunities to use the space available, appropriately. Resources are well-used and offer children a wide variety of interesting and fun activities, for example, children's knowledge and understanding is promoted as they play with ice cubes. They learn about how the ice cubes begin and end as water as they talk about how the cubes feel cold and wet. However, the areas of learning are not effectively delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities and therefore, children do not have planned goals for their learning and development. Staff provide play provision to promote diversity and social awareness with opportunities for children to fully explore diversity and cultural awareness, for example, children have recently celebrated the St George's and St Patrick's Day celebrations through art and craft activities. Children who speak English as an additional language are well supported by staff who work with parents to effectively support each child, using words and phrases in the child's home language.

The manager and staff team have worked well with parents to ensure that partnerships are established. New changes, put in place, have been communicated to parents through discussion as well as via the new informative notice board and

family information which is on display, for parents to access. Parents speak highly of the newly organised staff team and are positive with regard to the changes that have been made. Although, some parents feel that they could be better informed of their children's development. New ways of recording children's development, through learning journeys, have been implemented to ensure that staff are able to effectively share information with parents and further changes, including the provision of parent consultations are planned for. Staff have worked to develop a relationship with other settings, such as the local school, and provide summary development sheets to these settings, enabling them to have a knowledge of the children's achievements and development. Ongoing relationships with the children's centre staff are promoted as they work together, sharing information to promote better outcomes for children.

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

Children are happy, settled and make sound progress overall in their learning and development. The manager has made changes to ensure that in-depth and snapshot observations are completed on each child on a regular basis and staff clearly identify and record each child's next step in their learning. However, planning is not effective as it does not build on children's next steps as identified within learning journeys or ensures that activities are tailored to the needs and abilities of individual children. Assessments are not completed effectively although plans are in place to ensure that staff are fully aware of the new processes to promote better outcomes for children. Children's development in communication, language and literacy is promoted as they show an avid interest in stories, reading and writing. They independently access writing equipment such as pens, pencils and crayons as well as using such items as a hole punch, tape and rulers. On arrival children find their individual name cards by recognising the letters in their name whilst some children are able to independently write their names on their art work. Children enjoy story time and participate in the stories told. An example of this is as the children listen to 'The Big Blue Train'. Most children know the story well and join in with the actions as they blow the train driver's whistle or ring the bell.

All children show a great interest in creative and imaginative resources, engaging fully in role play for extended periods of time. For example, a group of children get dressed up in clothes, shoes and hold handbags. They tell staff that they are going shopping as they walk off. As they are 'walking to the shops' they come across a group of boys who are dressed up in firemen and policemen outfits and hats. They tell the group "there's a fire". All the children make their way to the home corner where they sit together, some children make tea, some do the ironing whilst all children are involved and their imaginations are promoted through the resources that are available to them. Children's physical development is fully promoted as they have regular opportunity for outside play where they climb on the static pirate ship, use bikes, hoops, throw and catch balls or use the chalk for drawing. Effective staff interaction supports and encourages children, for example, as a group of children are drawing on the ground with chalk a member of staff draws some shapes which the children then copy, she asks them about the shapes and

as they take turns in guessing which shape she is drawing they are praised effectively for their efforts and knowledge. This is then extended as children begin to draw around their hands and each others feet, the member of staff uses this opportunity to talk about what they can see that is bigger or smaller than their hand or foot shape, promoting children's use of mathematical language.

All children show that they are becoming aware of social behaviours. They listen carefully, respond to requests and share the resources well. They have made firm friendships with each other and an example of this is where a group of children are building with some bricks. One child says "I don't have many" another child says "you can have some of mine" and gives the child some more bricks. The child smiles and thanks the child for the bricks. As the children finish playing with the bricks one child puts his arm around the shoulder of his friend and says "come on friend" as they walk off to do something else. Children are keen to explore technology as they confidently use magnifying glasses to look at some bugs and creatures, matching the bug to the corresponding photograph. They take an interest in a camera that the staff are using to take photographs of children and this is then used by the children to take photos of their friends, developing skills for their future. Children have some ownership of their health and hygiene and follow daily routines such as hand washing. However, staff fail to take advantage in encouraging children's independence as they set the table for snack time and generally serve the food to the children. Another example of how children's independence is not fully promoted is when staff do not encourage children to try for themselves, for example, as they are getting their coats and shoes on to go outside. This affects children's skills in developing independence.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	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

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	2
The extent to which children develop skills for the future	3

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