

Rainbow St Peter's Pre-School

Inspection report for early years provision

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512687

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23/06/2010

Inspector

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Setting address

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Rainbow St Peter's Pre-School is managed by a voluntary management committee of parents and members of the local community. It is based in St Peter's Primary School in Bramley, Leeds, where children have access to an adapted classroom and external play facilities. The pre-school is open Monday to Friday from 9am to 1pm during term time only. It is registered by Ofsted on the Early Years Register. The pre-school is registered for up to 25 children in the early years age group. There are 33 children on roll, 31 of whom receive funding for early years education. There are six members of staff, four of whom hold a relevant level 3 qualification and two who hold level 2. The playgroup receives support from an advisory teacher from the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate an awareness and appropriate application of care and welfare systems and procedures. They use regular observations of young children at play to monitor and support their learning. Partnerships with parents and with the host school are used effectively to add further support to children's development. Management have introduced effective systems to monitor the strengths and areas for development of the provision, and their capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- further evaluate the recorded detail on child observation forms in order to ensure that key elements of a child's development are accurately and consistently documented
- review systems of free-flow access to both internal and external resources in order to offer more choice and flexibility to children and add further support to their learning and development.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems for staff are fully in place and they are appropriately trained for their roles and responsibilities. Staff are fully aware of the welfare and care policies and procedures, and records demonstrate a well managed system. The staff work effectively with all children in this inclusive setting, where equality of opportunity and an understanding of diversity are well promoted. However, the present opportunities given to children to choose between inside and outside play are limited. Frequent observations are made of all children in order to monitor their early learning development and progress over time.

However, the recorded detail on child observation forms do not always accurately and consistently document key elements of a child's development.

Parents are kept up-to-date with their child's development through regular discussions with staff and they are encouraged to view observation records of their child's progress. They help to create an 'All about me' profile of their child at the start of admission to the pre-school. The relationship with external agencies and the host school's Foundation Stage unit is good and helps to support children's onward development. Transition arrangements to support children moving up to the main school are good and include a summary profile of each child's progress while attending the pre-school. The pre-school's systems of self-evaluation of its strengths and areas for development are effective.

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

Children happily attend this well laid-out pre-school environment which is designed to create a friendly atmosphere for learning and enjoyment. Although children are not always able to choose whether to play inside or outside, the wide range of play resources and adult support in each area offers them many opportunities for enjoyment and challenge, which they relish. Children enjoy playing with their friends and staff offer relevant support through praise and encouragement.

Children thoroughly enjoy singing a song together after their mid-morning snack. They follow the leader's instructions and movements to help them to keep in time with the music and to develop a sense of rhythm. Children choose from a range of activities and each table offers a different game or challenge. For example, a few children choose the toy wild animal table and they create a jungle scene with various materials. Other children prefer a counting game table which adds support to their mathematical development. Some children join the cutting and pasting table and others sit at the story book and drawing table which is headed by an adult for extra support and to encourage speaking and listening. Children develop their imaginations as they select from an arena of small toys on a table while others choose to explore the wet play zone for which protective clothing is provided to help keep children dry. Children respond creatively to the music in the quiet area by making shapes in the air with coloured ribbon. They enjoy playing outside with a good range of external resources such as bicycles, scooters, balls, hoops, skipping ropes, a slide and a mini climbing frame. These support children's physical development and healthy exercise.

Children enjoy healthy snacks of toast, fruit and juice and staff utilise snack time well to promote social development, including table manners. Children, supported by adults, demonstrate a growing awareness of the need to wash their hands before eating and after visiting the toilet or messy play, such as painting. Children demonstrate good behaviour and respond well to the boundaries in the setting. They are provided with opportunities to learn about the world around them and to gain knowledge of other countries and cultures. The football World Cup in South Africa is being used well by management to increase children's experiences of world traditions and cultures. As a result of the good organisation and dedication

of staff, children make good levels of progress towards their development of future skills.

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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