



## Rainbows End Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	146443
<b>Inspection date</b>	08 December 2005
<b>Inspector</b>	Alison Reeves
<b>Setting Address</b>	Chells Community Association, Mobbsbury Way, Stevenage, Hertfordshire, SG2 0HT
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<b>Registered person</b>	Deborah Prosho
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Rainbows End Pre-School opened in 1989 and operates from the main hall in the community centre. It is situated in a residential area in Stevenage. A maximum of 26 children may attend the setting at any one time. The Playgroup is open each week day from 09:15 to 11:45 and to 11:15 on Tuesdays, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 48 children aged from 2 to under 5 years on roll. Of these 24 children receive funding for nursery education. Children come from a wide catchment area. The Pre-School currently supports a number of children with special educational needs, and also supports a small number of children who speak English as an additional language.

The playgroup employs 9 staff, some of whom work part time. Three of the staff, including the manager, hold an appropriate early years qualification and 4 staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are healthy because most procedures and practices are effective in promoting a healthy environment which meets the children's physical, nutritional and health needs. The well thought out adult support and guidance helps children gain an understanding of hygiene and a real desire to become increasingly independent in their personal care.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. Staff use the parachute to good effect getting children moving and stretching as they raise and lower it and run underneath. Their good understanding of each child's stage of development means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. Older children develop a positive attitude to physical exercise. They delight in the challenges of a versatile range of activities, such as obstacle courses, which they tackle enthusiastically.

Children enjoy the sociable snack time when they are offered a variety of foods including fresh and dried fruit with a plain biscuit. Children are developing an understanding of their own health needs with children recognising their need for medication and which foods they can and cannot eat because of food allergies.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Risks of accidental injury to children are minimised because staff are extremely vigilant and use risk assessments to reduce potential hazards. Staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits, and the large number of staff ensures the children are well supervised and have a supportive adult on hand. This allows children to learn some sense of danger and gain knowledge about how to protect themselves from harm.

Children use high quality equipment appropriate to their age and stage of development. Those with special needs and those learning English as an additional language are safe and fully included because of the sensitive adult support and

well-planned adaptations to resources and activities. Regular communication with parents and their consent for outings contributes to children's safety.

Children are very well protected by staff who have a clear understanding of child protection policies and procedures and give top priority to children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the pre-school. They achieve well because staff are skilled and use their understanding of early years guidance, such as 'Birth to three matters' and the Curriculum guidance for the Foundation Stage, to provide high quality care and education.

Most children arrive happy and eager to participate; those who need support to separate from their parents are treated with kindness and sensitivity. The youngest children make good progress because staff recognise the uniqueness of each child. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. High quality adult-child interactions are extremely supportive of early communication skills. Staff recognise signs and gestures used by children to communicate meaning. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences. For example, the children using the scented and textured dough to mould and model shapes and creatures are talking about what they can smell and feel.

### **Nursery Education**

The quality of teaching and learning is good. Children are engaged and actively participate eagerly in the varied range of activities planned for them. They access an extensive range of good quality resources, which support their progress in all areas of learning. All children are keen to learn, self-assured in their play and confident to try new experiences. They listen intently to stories and can join in with familiar refrains. Many children use marks readily to represent their ideas. For example, children decide to make Christmas cards for their friends and family using the paper, pens and decorative hole punches. They explain what each message says and who the card is for. Older children are becoming increasingly skilled at writing their own names. Use of simple sign language enables children with special educational needs and those learning English as an additional language to participate fully in the activities and make steady progress. Children are highly imaginative. For example they create and act out stories in the role play area using the many props to support their activities such as, vets and owners of poorly animals. Children make sense of the world around them as they explore the outdoor area and use the things they find to create exciting, individual art work. They are inquisitive and interested in how things such as, the musical Santa works and wonder at the changes they observe when they plant seeds and beans.

Children work well together. For example, younger children learn how to put on the dressing up clothes as they follow the guidance of the older children. Children gain

confidence in using mathematical language in their play and respond enthusiastically to challenges to extend their problem solving abilities as they try to get the scales full of presents to balance. Their physical skills develop and improve through a wide variety of experiences, including regular use of the wheeled toys and the thoroughly exciting parachute which they raise and lower with gusto. Children rush into the middle and shriek with delight as staff pull it down around them to make a tent.

Staff find out about children's skills, interests and needs and build on this information effectively to help children achieve as much as they can. A flexible approach to daily plans is taken, responding to children's interests and providing a very good balance between adult and child-led activities that allows children to learn at their own pace. Staff are perceptive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and language skills. They use effective systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality and the family context for each child. Their behaviour is very good. Staff support younger children in sharing and turn taking. They have high expectations and set consistent boundaries for the three to five year olds, which helps them learn to negotiate with others and take responsibility for their own behaviour. Staff increase children's understanding of right and wrong. Children respond to gentle reminders to care for their environment, the pre-school resources and each other.

The children have lots of opportunities to learn about themselves, each other and the world around them through planned activities. Special resources, such as the Hanukah menorah are brought in to support topic work and they make good use of the outside area to observe changes in seasons, growth and the natural world. This positive approach fosters children's spiritual, moral, social and cultural development well.

A good and effective partnership with parents contributes to children's well-being in the pre-school. Staff actively seek parents' views about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are progressing and developing. Children benefit from the involvement of their parents in projects, which contribute to their good health, safety, development and learning.

### **Organisation**

The organisation is good.

Children's well-being, opportunities to play and learn are effectively promoted by the well organised environment and the knowledgeable staff team who implement well

thought out policies to ensure the smooth running of the setting. The premises is well organised. Indoor and outdoor space is used to provide a range of interesting and exciting play and learning opportunities for children. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed.

Leadership and management of nursery education is good. The effective team work provides high quality learning opportunities for children. They benefit from experienced, qualified and skilled staff who enjoy their work with children. The regular meetings ensure that the pre-school's comprehensive policies and procedures are consistently applied. All staff are committed to continuous improvement and development. They regularly reflect, monitor and improve the quality of their care and education as part of their ongoing practice. The high quality of the provision means that the pre-school meets the needs of the range of children who attend.

### **Improvements since the last inspection**

At the last care inspection the provider agreed to increase the range of resources to promote equality of opportunity. There is an increased range of resources and planning and evaluation sheets show that more activities have been made available to children. At the Nursery Education inspection the provider agreed to improve the evaluation and monitoring of adult led activities. Planning sets out clearly the learning outcome, staff are secure in their knowledge and able to increase the level of challenge for children. There are now procedures to evaluate activities and make changes for future improvements.

### **Complaints since the last inspection**

Since the last inspection the provider has recorded two complaints in the complaints log. A concern was raised relating to Standard 11: Behaviour management. Ofsted childcare inspectors visited the setting, recommendations were made regarding the recording of incidents and medication, staff agreed to look into behaviour management training and no further action was taken. Staff subsequently attended training on managing challenging behaviour.

A complaint was investigated on 22/09/05 regarding an incident in April 2005, relating to standards 2, 11, 12 and 13. At the time of the unannounced visit by Ofsted childcare inspectors all standards were being met, inspectors were satisfied that no breach of the National Standards had occurred and no further action was taken.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure hand washing facilities help to minimise the risk of the spread of infection

##### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide parents with information about the Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)