



Rainbow Pre-School

Inspection report for early years provision

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| Unique Reference Number | EY300052 |
| Inspection date | 23 January 2006 |
| Inspector | Jane Wakelen |
| Setting Address | Bysing Wood CP School, Lower Road, Faversham, Kent, ME13 7NU |
| Telephone number | 07760 373896 |
| E-mail | |
| Registered person | Rainbow Pre-School |
| Type of inspection | Integrated |
| Type of care | Full day 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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Rainbow Pre-School registered in new premises in June 2005, having had two previous premises. It now operates from a classroom in Bysing Wood CP, in Faversham. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each week day from 09:15 to 15:15, term time only. All children share access to a secure enclosed outdoor area.

There are currently 42 children aged from 2 to under 5 years on roll. Of these 25

children receive funding for nursery education. The nursery currently supports a number of children with special educational needs.

The pre-school employs five staff. Two staff including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification and two staff are unqualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted through a good understanding about hygiene routines and by staff recognising and reducing possible risks of the spread of infection, such as cleaning tables with antibacterial spray before using for snack time. Practitioners wear gloves when changing nappies and ensure the mat is cleaned between every child using appropriate spray, minimising the risk of infection to children. Children are helped to understand the importance of self-care skills, such as washing hands after using the toilet, before eating and disposing of tissues in the bin.

Children have daily opportunities to eat healthy snacks and to try foods they have not experienced before. Snack time is a social occasion where children and an adult sit together around a table, learning about the food and enjoying each other's company. Children gain their independence pouring their own drinks, learning to cut fruit and making choices about what flavour yoghurt or spread to choose for their sandwich.

Children engage in a range of physical activities outside, if the weather permits, in a secure area which has a safety surface to allow children to play in a safe environment. They have access to a grass area and a small flower bed, that will be prepared to allow children opportunities to dig and plant seeds. Children develop climbing and balancing skills as they use apparatus, such as the climbing frame and practise walking on stilts. They have opportunities to develop their hand/eye co-ordination and catching skills using smaller equipment, such as hoops and balls. Children develop spatial awareness and learn to peddle tricycles as they move around the play area. All these physical skills enable children to learn about the importance of exercise and maintaining a healthy lifestyle. However, if the weather is very cold or wet, children have very limited opportunities to develop or extend their large physical skills indoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Effective daily risk assessments provide ongoing reassurance that children are able to play in a safe, clean environment which is secure. Children have opportunities to use role play equipment, sit quietly on the carpet in the book corner or sit at tables for activities, using the available space to maximise play opportunities. Children have use of a good range of play equipment, which is easily accessible, clean and meets safety standards. However, children only have use of one classroom to play in which

is not accessible to the toilets. This results in children being unable to become independent visiting the toilet, although they are able to wash their hands at the sink in the classroom.

Practitioners give high regard to safety procedures to promote children's welfare and ensure the door is locked with the chain to prevent unwanted visitors. All visitors sign the visitors book, which ensures children are protected and also helps record the people present if a fire drill became necessary. Fire drills are carried out regularly with the children, using either of the two exits to ensure children are familiar with the routine and learn how to keep themselves safe. There are excellent systems in place for the safe arrival and collection of children throughout the session, which enables children to play in a secure, caring environment.

Children are protected from harm because practitioners have a good understanding of their role with regards to child protection and know how to implement local child protection procedures. Practitioners make each other aware when they leave the room to supervise toileting or nappy changing and keep records of injuries children arrive with. Practitioners are proactive in their approach to child protection and are at present completing the NSPCC module programme for child protection.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy their time at pre-school. They arrive confidently and make their own decisions about the activities they become involved in from those pre-selected by practitioners. Their play is planned around a theme and activities offered to support their learning and extend their knowledge, however, the Birth to three matters framework is not used effectively to provide activities to suit the developmental needs of the children under 3 years of age.

Children have access to a range of equipment and are able to select alternative resources and toys from the low level storage trays. This promotes children's independence and helps them take control of their learning. Practitioners engage in meaningful play with the children offering cuddles and support when children feel upset or insecure and enjoy sharing books in small or large groups, developing their communication skills. Practitioners have a fair knowledge of child development and use this to observe children's development. However, at present the observations are not used to inform the planning.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners build very good relationships with children and support them well, talking about their family and home life circumstances. They plan a satisfactory range of activities and experiences to develop most areas of learning, although creative and large physical play is not regularly planned which impacts on children's learning and opportunities to explore and experiment. Children's progress is observed and recorded by practitioners, but is not used to inform the plans and therefore activities are not always sufficiently differentiated to challenge the needs of all the children.

Children have practical opportunities to develop their use and understanding of number, such as counting cups at snack time and comparing how many children and how many plates. Children use mathematical language in their play, such as a big lorry and a small car. They are beginning to recognise some written numerals and practitioners encourage this by asking children to fetch the tray with a specified number on. Children are encouraged to observe patterns and are beginning to name two dimensional shapes, such as a square, triangle and circle. They use this knowledge independently in other areas, such as construction materials, sorting bricks into shape and colour. Children are encouraged to compare, identify and observe natural objects, such as apples and catkins and enjoy using magnifying glasses to see more clearly and learn new words for parts of the item. They are encouraged to use their senses to further explore the world around them, such as tasting Chinese food, when learning about different traditions and cultures, such as Chinese New year.

Children show good concentration when listening to stories and enjoy participating in story and singing sessions. All children are fully involved and included in group activities because practitioners provide effective support as they sit with children on the floor and respond to children who need reassurance or help with understanding. Children are able to carry out simple instructions, but practitioners miss opportunities to extend children's language skills through the lack of effective questioning. They enjoy making marks on paper, but are not encouraged to write their name on their work. Their understanding of sounds, letters and recognition of words is limited, which impacts on their early reading and writing skills, because practitioners miss many opportunities to discuss and extend this during the session, such as when talking about the day of the week, or finding their name peg. Writing materials are not freely available which prevents children extending their skills and using writing for a purpose, such as making lists in the role play area.

Children involve each other and adults in their role play, showing good imagination in familiar roles or fantasy. Children use props to support their play, such as packing their case for their holiday and dressing up, which promotes children's physical skills. However, children are not encouraged to extend their play, because practitioners fail to make effective use of children's interests to adapt the plans, or extend their learning. This results in some children not achieving their full potential. Children have some opportunities for messy play, but this is not on a regular basis and prevents children having opportunities to explore and experiment with a range of textures and materials, therefore restricting them developing their creativity and imagination.

Opportunities for children to develop their fine motor skills happen throughout the session, using scissors, holding pencils and threading beads. They learn to take turns in group situations and develop social skills as they sit and talk to each other at snack time and during planned activities. Children build meaningful relationships with their peers and adults, building their confidence and self-esteem, which enables them to learn in a caring environment. Children develop personal independence, pouring their drinks at snack time and learning to put their coats on.

Helping children make a positive contribution

The provision is good.

Children learn to value themselves and each other through positive role models from the practitioners. They have opportunities to learn about celebrations and religions from around the world, such as the Chinese New Year, and handle appropriate props to support their learning. However, limited resources through out the nursery, promoting positive images of diversity in society prevent children extending their learning. All children are respected and valued by the practitioners and are offered fully inclusive care, which encourages children to learn and respect each others' differences.

Practitioners encourage children to look after each other and remind the children of the group rules before they go off to play. Children recognise they need to share the toys and play together and understand what behaviour is expected of them. Practitioners offer praise and encouragement to all children and promote positive behaviour by encouraging children to think about their actions, thus learning to take control of their own behaviour. Children are encouraged to celebrate each others' achievements, helping to build their self-esteem and pride in their ability. Manners are promoted throughout the nursery helping foster children's spiritual, moral, social and cultural development.

Partnership with parents is good. They are encouraged to become involved in the nursery routine, such as coming in to help or attending the committee meetings. They receive detailed information about the pre-school, which includes information about the Foundation Stage and the areas of learning. The notice board contains information useful to the parents and the plans are displayed near the entrance door which ensures parents are well informed about experiences their children are involved in on a daily basis. They are invited to help out during sessions which offers them opportunities to become involved in their children's learning. Children's achievements are discussed with parents through the key worker system, but at present the nursery is changing how it presents the information for parents regarding their children's development to make the information informative and easy to understand.

Organisation

The organisation is satisfactory.

Children are settled and make independent use of the available resources around the nursery. A clear, effective routine allows children to feel confident and familiar with the timetable of the session, enabling children to know what happens next. Children are offered support and guidance during the session from practitioners who are interested in each individual child and ensure their individual needs are met. Practitioners are encouraged to attend training courses to extend their knowledge and gain a recognised qualification.

Documentation is in place to keep parents informed about the care their children are being offered. It is stored securely and confidentiality is maintained to ensure children are cared for appropriately and information updated to provide continuity of care. However, some documentation needs updating to reflect recent legislation and to

reflect the new premises the nursery operates from.

Leadership and management are satisfactory, with the manager being fully aware of the strengths within the nursery and having identified areas for improvement. The manager forms part of the staffing ratio and therefore is able to monitor the practice and care being offered on a daily basis. Several systems have been introduced to observe the children's learning and record their development, but staff felt they were not effective. However, the recent system adopted to assess children's progress in all areas and to monitor and evaluate the learning programme to ensure all aspects of the curriculum are sufficiently covered is not yet fully in place. As a result, some aspects of the curriculum do not feature regularly enough, insufficient challenge is provided to some children and opportunities to extend children's learning throughout the session go unnoticed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The group had a previous inspection in different premises but has now re-registered in new premises.

They had two recommendations from a previous inspection to review hygiene procedures and to review and update policies.

Children now benefit from good hygiene routines preventing the risk of infection, using antibacterial soap and individual paper towels. Policies continue to need updating as the premises have changed twice and several staff have left. Also changes have been made to recent legislation which needs implementing into policies.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

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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 children have opportunities to access a variety of resources to extend their knowledge of the diversity in society
- review and update all policies and procedures, including a lost or uncollected child procedure

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):

- continue to develop plans, to ensure all areas of the Foundation Stage are sufficiently covered and observations of the children, are used to plan their next steps in their development, which are then shared with parents
- improve opportunities for children to have regular access to creative activities using a variety of resources and physical activities to extend and develop their large muscle control
- extend opportunities for children to extend their literacy skills in letter and word recognition, especially their names, through routine activities and access to a mark making area.

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