



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 136063

DfES Number: 518493

### INSPECTION DETAILS

Inspection Date 08/03/2004  
Inspector Name Kimberly Negravi

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Rainbow Teddies Pre-School Playgroup  
Setting Address Manorbrook Primary School  
Park Road, Thornbury  
Thornbury  
South Glos  
BS35 1JW

### REGISTERED PROVIDER DETAILS

Name The Committee of Rainbow Teddies Pre School Playgroup

### ORGANISATION DETAILS

Name Rainbow Teddies Pre School Playgroup  
Address Manor Brook Primary School  
Park Road, Thornbury  
Bristol  
South Gloucestershire  
BS35 1JW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Rainbow Teddies Pre-School Playgroup opened in 1967. It operates from a local primary school in Thornbury near Bristol. It serves the surrounding residential area.

There are currently 36 children on roll. This includes 11 funded four-year-olds and nine funded-three-year-olds. Children attend for a variety of sessions. The setting can support children with special needs and English as an additional language.

The playgroup opens five days a week during school term times. Sessions are from 09.00 to 11.30 and 13.00 to 15.00 for children not receiving education funding and 12.30 to 15.00 for those who are.

Nine part-time staff work with the children. Four staff have early years qualifications to NVQ level three. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Rainbow Teddies provides good care for children.

The group has appropriate procedures in place to employ new staff. Staff work well as a team and the key worker system is effective in meeting children's needs. The premises is made warm and welcoming by the displays of children's work. Staff use all areas creatively. There is a varied selection of resources available for children to access independently. All required documentation is in place and to the standard required.

Staff are aware of potential hazards and have taken appropriate action to reduce risks. Most staff are first aid trained and there is an accessible well stocked first aid box on the premises. Appropriate hygiene routines increase children's understanding of healthy practices. Nutritious snacks are provided at each session. Staff should ensure that children have independent access to drinking water. Staff adhere to specific dietary requirements. Staff have a good understanding of how to promote

awareness to equal opportunities. This is achieved through children's access to resources that reflect our diverse society and through planned activities. Effective systems are in place to meet the needs of children with special needs. Staff are well trained and experienced in this area.

Staff provide varied and interesting activities for the children. The curriculum covers all six areas of learning and activities are provided indoors and outdoors. Staff record and evaluate children's development to ensure they are providing suitable activities. Staff deployment is effective in supporting children in all areas of the playgroup. The children are well behaved. Appropriate and consistent methods are used to encourage good behaviour in children such as explanation and distraction.

The partnership with parents is good. Formal and informal opportunities are provided for parents to receive feedback about their child's progress. Parents are encouraged to be involved in their child's learning.

### **What has improved since the last inspection?**

At the last inspection the setting agreed to;

1. Provide a policy regarding the administration of medication, operational procedures for outings, procedures in the event a child is not collected and procedures to follow for child protection.
2. Ensure that the entrance is secure and that it meets fire safety regulations.
3. Ensure low level glass is made safe.
4. Maintain a record of staff who have been vetted.
5. Include hours of attendance on the daily register.
6. Obtain copies of fire certificates.
7. Ensure hazardous plants are inaccessible to children.
8. Ensure that all entries in the accident book are signed by parents.

The group has addressed the above actions by:

1. Developing appropriate policies and procedures.
2. Liaising with the local fire department to ensure that the front door meets fire regulations.
3. Safety film has been fitted on low level glass.
4. Staff records contain clearance checks.
5. Registration procedures follows current guidelines.

- 6. Fire certificates are kept on file.
- 7. Hazardous plants have been removed from the garden.
- 8. Procedures are in place for parents to sign the accident book.

**What is being done well?**

- Staff value ongoing training and attend as many courses as possible.
- Staff provide varied and interesting activities for the children.
- Varied selection of resources available for children to access independently.
- Appropriate and consistent methods are used to encourage good behaviour.

**What needs to be improved?**

- children's access to drinking water

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
8	Ensure children have access to drinking water at all times.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The setting is of high quality and the children are making very good progress towards the Early Learning Goals.

The teaching of children is very good. It is clear that staff have a good understanding of the Foundation Stage and how children learn. The curriculum is suitable for all children. Staff use a variety of different methods to ensure that activities are suitable and are meeting children's needs. Children's progress is monitored to ensure that they are developing and progressing appropriately. Effective systems are in place to support children with special needs and children who speak English as an additional language. Staff are aware of how to access support for these children, if required. The children are aware of the behavioural expectations within the group and staff use appropriate methods to encourage good behaviour. The environment and resources are organised well. Staff interact with the children and extend their learning by asking open ended questions. Staff could ensure that they give children the opportunity to lead independent play and problem solve.

The leadership and management of the provision is very good. Procedures to employ new staff is in line with current guidelines. Staff's progress is monitored regularly. Ongoing training is valued and supported. Systems are in place to encourage staff to work together as a team. Staff assess the educational programme to ensure it is effective in meeting children's needs. The setting evaluates its own strengths and weaknesses.

The partnership with parents is very good. Parents receive a detailed prospectus informing them of what they can expect from the playgroup. Parents are encouraged to share what they know about their child so that staff can effectively meet their child's needs. There are many ways that parents can be involved in their child's learning. Parents receive regular feedback about their child's progress.

### What is being done well?

- The children are making very good progress in four areas of learning and generally good progress in creative development and knowledge and understanding of the world.
- Ongoing training is valued and supported.
- The setting evaluates its own strengths and weaknesses to ensure it is constantly progressing.
- Staff value the importance of working in partnership with parents.

### What needs to be improved?

- staff's support of independent play
- children's opportunities to create and problem solve using their own ideas

### **What has improved since the last inspection?**

At the last inspection the following were raised for consideration;

1. Provide more activities for the children to correctly form and use letters in their writing to communicate.
2. Through practical activities encourage children to record numbers.

The group has developed the following action plan to address the above issues;

1. The group has developed an emergent writing document and through planning provides children with opportunities to write.
2. The group has identified areas of the curriculum which naturally give children the opportunity to record numbers. The group continues to encourage children to explore all mathematical language.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the playgroup with confidence. They eagerly explore all the varied activities on offer. The children are engaged in meaningful play for reasonable periods. The children are forming good relationships. They play cooperatively and seek out others to share experiences. Most children see to their own personal needs well. The children are well behaved and understand that there are agreed codes of behaviour such as sitting quietly on the carpet or lining up.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are building up their vocabulary through well planned activities. The children are confident communicators. Through staff encouragement they are able to explain what is happening and what they see. Children are beginning to recognise that letters have sounds. Children enjoy books and opportunities are provided for children to recall and predict events of a story. Children eagerly use writing resources and some children can write their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children willingly and confidently count objects. Many children can count to ten and beyond. With staff support children are beginning to compare groups of objects and decide which group has more or less. The children are using mathematical language in imaginative play. The children have good shape recognition and are able to recognise shapes within the environment. Children are being introduced to simple addition through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a variety of resources with interest. They use tools well to support their designs. Children have regular access to computer equipment which is increasing their confidence in this area. The concept of time is being introduced through adult led activities. Children are observing their environment and using available resources to act out what they have observed. Staff could provide more opportunities for children to learn and problem solve through trial and error.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are confident movers and move with increasing control and coordination. They move in a variety of imaginative ways. The children have good spatial awareness and are able to judge small spaces in relation to their own bodies. The children have a developing sense of health and bodily awareness. This is reinforced through planned activities. Children use a varied range of large and small equipment. Planned activities are promoting ball skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore a variety of resources using all their senses. Children enjoy musical activities and have a good repertoire of songs. Children act out what they have seen and heard in the role play area. They play cooperatively together using all available resources. Staff could extend children's learning by supporting children's independent play and following children's ideas.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Further extend the children's learning by supporting their independent play and using their own ideas.
- Expand the opportunities for children to create and problem solve and learn through trial and error.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*