



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 221724

DfES Number: 595673

INSPECTION DETAILS

Inspection Date	13/01/2004
Inspector Name	Susan Patricia Foulger

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rainbow Preschool
Setting Address	The Old Clinic Downham Road Ely Cambridgeshire CB6 2SH

REGISTERED PROVIDER DETAILS

Name	The Committee of Rainbow Playgroup 1077884
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ORGANISATION DETAILS

Name	Rainbow Playgroup
Address	The Old Clinic Downham Road Ely Cambridgeshire CB61AG

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 Pre-school is committee run and opened in the 1970's. It operates from three rooms in the Old Clinic in the city of Ely. It has an outside area which has safety cushion matting fitted throughout. The pre-school serves Ely and children are drawn from all parts of the city and surrounding villages.

There are currently 52 children on role. This includes 11 funded 3 year olds and 8 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens four and a half days a week during school term times. Sessions are from 9.15 a.m. to 11.45 a.m. and from 12.15 p.m. to 2.45 p.m.

Six full and part time staff work with the children. 4 of the staff have early years qualifications to NVQ level 2 or 3. One of the leaders is working towards a level 4 qualification. The setting is a member of the Pre-school Learning Alliance and have registered to start their accreditation scheme.

How good is the Day Care?

Rainbow Pre-school provides a satisfactory standard of care for children aged two years nine months to five years.

The pre-school environment is warm and welcoming and the premises clean and well maintained and the pre-school try to make the best use of limited space. The outside play area with the safety matting is a strong feature.

The quality of care and learning for children is generally very good. The children are offered many activities and experiences that enable them to make choices and develop their language, mathematics, knowledge, skills and understanding. The pre-school is well equipped but the children are limited in being able to select toys for themselves.

The overall organisation of the pre-school is very effective and policies and statements are in place which the pre-school follows.

Standards of safety are not totally effective and there are shortcomings which need addressing as soon as possible.

The group have policies and procedures in place that staff put into practice to promote the children's welfare in health and child protection.

Snacks are very nutritious and varied and often include food from other cultures to expand the children's experience.

Relationships with parents are excellent and every opportunity is taken to keep parents informed about the pre-school. They are involved in the day to day running of the group in a variety of ways.

What has improved since the last inspection?

At the last inspection the pre-school was asked to keep records of all medicines administered to children in one place. These are now stored together in one place in the kitchen area.

What is being done well?

- There is a comprehensive induction package for all new members of staff and appraisals are carried out monthly. There is 3 months probationary period. Self evaluation is carried out through staff appraisals generally and the pre-school regularly evaluates their practice.
- The staff's relationship with the children is very good. Children are happy and confident in their care and the staff are good role models. The staff and committee are a close, well matched team who value and support each other.
- Children are given many opportunities to talk, volunteer information and question. Adults are responsive, interested and patient with the children encouraging the development of the children's self confidence. The children have devised their own set of house rules.
- The children are offered a broad range of toys and equipment, especially in the messy room where natural materials such as water, clay, and sand can be explored freely.
- Healthy snacks of fruit and cheese or food from other cultures are offered. Two children are involved each session in helping to prepare the snack for the group, promoting the use of mathematical language and developing social and cutting skills.
- The pre-school have a wide range of multi cultural resources including small world figures, authentic musical instruments and dressing up clothes.
- The pre-school invite many visitors from the local community to share their experiences with the pre-school which includes introducing the children to

many animals and learning about other cultures.

- The pre-school staff are committed to improve their knowledge through attending relevant training.
- The day nursery's partnership with the parents is very good. Parent questionnaires are very complimentary. Parents are kept well informed.

What needs to be improved?

- More accessibility so that children can make their own selection of toys and activities.
- Awareness of safety issues and possible hazards.
- Children's behaviour in some instances.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
6	To implement a plan that will ensure that all day to day risks are identified and minimized	13/02/2004
7	develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises during all sessions	13/02/2003

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

Std	Recommendation
2	Introduce a written record of visitors to the setting
5	Thought is given to ways to make more toys and equipment accessible to the children.

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

How effective is the nursery education?

The provision for nursery education at Rainbow Pre-school is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, their knowledge and understanding of the world, and generally good progress in all other areas of learning.

Teaching is generally good. Staff have a good knowledge of the early learning goals and how children learn. Plans are clear and intelligently evaluated on a regular basis. There is a range of worthwhile activities provided in the six areas although more emphasis could be placed on language and literacy and mathematical development. Activities are sometimes too adult led and do not allow the children's creativity to be developed. Occasionally, expectations of the children's behaviour falls below standards, although children are constantly praised and encouraged.

The monitoring of teaching is systematic and supported by staff appraisals which are effective in encouraging staff to monitor their own work. The pre-school constantly evaluates practice and are able to identify their strengths and weaknesses effectively.

Leadership and management is good. The committee and staff are conscientious and enthusiastic. The committee are encouraging and see their role as supporting the staff and funding as necessary. They support staff training and are part funding a child with special needs. Communication is good; senior staff meet weekly to look at all aspects of the day to day running and report both to other staff and committee on a regular basis.

Partnership with parents is good. Communication is meaningful and the parents are very positive and complimentary about the Pre-school. Parents are provided with good quality information through newsletters, welcome packs and termly reports about their child. Parents are encouraged to help in the pre-school. Settling in is effective

What is being done well?

- Children make good relationships with both their peers and adults. They are happy, confident, independent and motivated to learn.
- Children are given many opportunities to enhance their experiences by learning about both their local community and cultures from other parts of the world. They are introduced and enjoy a variety of natural objects and materials to handle and experiment with.
- The early learning goals are well implemented and staff use their knowledge to provide a well balanced curriculum to enhance the children's learning. Practice is constantly being evaluated and strengths and weaknesses

identified.

- The support given to children who have special educational needs ensures all children have equality of access to the facility and the learning experiences offered.
- The partnership with parents is positive. Parents are involved in all aspects of the pre-school and communication, both verbal and written, helps the children to make progress in all areas of learning.
- All adults in the pre-school, both staff and committee work well together. They support and encourage each other constantly and have the best interests of the children at heart.

What needs to be improved?

- Opportunities for mark making, writing and recording both in letters and numbers.
- Activities which are child led and allow free expression to help with their creativity and imagination.

What has improved since the last inspection?

At the last inspection the pre-school was asked to develop further the activities and opportunities already provided on a daily basis to enable children to add and subtract in a practical hands on manner. The pre-school have conscientiously incorporated more opportunities through singing, number action rhymes, cooking etc. The Red Room is used for regular mathematical activities, and counting is encouraged at registration, snack and outdoor play times.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form strong relationships with the staff and each other. Staff show them that they are valued and successfully build their confidence and self esteem by frequent praise and encouragement. Independence is fostered. E.g. the children help to prepare the snack; they pour their own drinks and have written their own house rules.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff and children interact productively. Staff ask open ended questions; they listen attentively when children are talking allowing them to put their thoughts into words. E.g. In circle time a child related her visit to the pantomime and what happened while the other children listened attentively. Children enjoy stories and respond with enjoyment to songs and rhymes. However, there are not enough opportunities for mark making and writing. These could be incorporated into planned activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children encounter a range of mathematical experiences in their play which is helping them to develop an appropriate foundation for number operations and mathematical thinking. E.g. cooking, counting children, grading children by height when queuing. They are beginning to compare numbers, are capable of simple addition and subtraction and learn about patterns and shapes through planned and day to day activities. There is not enough evidence in the plans of mathematical learning intentions.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Visitors from the local community are invited in to enhance the children's experiences e.g. a parent brought her tortoises, another artefacts from the time she spent in Saudi Arabia. The role play area is varied frequently and gives the children opportunities for imaginative play. Festivals and features from other cultures are looked at and geared to the children's interest. Children are introduced to a variety of natural objects and materials to handle and experiment with.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Staff plan for physical play in order to ensure variety and to develop specific skills e.g. the obstacle course and follow my leader. Children move confidently and safely even at speed in the outside play area. Children handle tools and construction materials safely. They use knives confidently when it is their turn to help prepare the snack.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Musical awareness is beginning to be developed. Children sing, play instruments and move to music. Through the role play area the children are developing their imagination. There are valuable opportunities for the children to respond to what they feel, smell and touch in the current topic and to explore a variety of planned activities. However, the children should have more opportunities to create and construct freely from a variety of materials.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- 1. Incorporate more plans that will help children to transfer their knowledge of numbers to a written form.
- 2. Devise more opportunities for mark making, writing and recording.
- 3. Allow children more scope to be creative and use their own imaginations in planned activities.

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.