



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220018

DfES Number: 519064

INSPECTION DETAILS

Inspection Date 24/06/2004
Inspector Name Coral Hales

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rainbow Pre-School (Kettering)
Setting Address Millbrook Centre
Churchill Way
Kettering
Northamptonshire
NN15 5BR

REGISTERED PROVIDER DETAILS

Name Rainbow Pre School (Kettering) 1038389

ORGANISATION DETAILS

Name Rainbow Pre School (Kettering)
Address Millbrook Centre
Churchill Way
Kettering
Northamptonshire
NN15 5BR

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 opened in 1974. It is managed by a committee of parents and operates from a mobile building on the site of the Millbrook Community Centre in the Ise Lodge area of Kettering. The group use the main hall, kitchen, toilets and storage areas. There is an area to the side of the building available for outdoor play.

Six permanent staff work with the children throughout the week. Joint supervisors run the provision. One has appropriate level three qualifications and the other is working towards a level three. Four other staff are currently working towards appropriate childcare qualifications.

The pre-school opens five mornings a week from 09.15 to 11.45, and five afternoons from 12:45 to 15:00. Five of the sessions, two afternoons and three mornings are for children in their pre-school year. Children attend a variety of sessions each week. There are currently 68 children on roll. Of these 14 are funded four-year-olds and 36 are funded three-year-olds. There are currently no children on roll who have English as their first language, or special educational needs.

The pre-school is affiliated to the Pre-School Learning Alliance, and works closely with the Northamptonshire Early Years Partnership advisory team. The pre-school serves Kettering and local surrounding villages.

How good is the Day Care?

Rainbow pre-school provides good care for children.. The group has a good range of equipment to support children's care, play and learning. The premises are warm and welcoming and the layout of the room provides a comfortable, secure environment for children to engage in different types of activities and to make some choices and decisions. Staff maintain good quality records, and policies and procedures are clear and up-to-date. The operational plan in particular works well in practice. Staff are generally well deployed, however routine activities occasionally limit children's learning.

The premises are well maintained and written risk assessments are completed to maintain consistent levels of safety. These are regularly reviewed and updated. Arrangements for health and safety are very positive with good hygiene routines established. Staff have a good knowledge of child protection issues and priority given to maintaining children's safety.

The staff have positive relationships with the children and know them well. This helps to foster children's co-operative attitudes. Staff are caring and attentive to the needs of the children and show interest in what children say and do. Children's behaviour is generally managed positively, using praise and encouragement to promote good behaviour and self esteem. However the behaviour of some older children can sometimes be disruptive due to limited activities that interest and engage them.

Good relationships with parents are evident, and effective methods of sharing information are in use. Positive comments have been received about children's care and education. Good verbal communication, comprehensive information on the notice boards, and effective record keeping ensure that parents are kept informed of the progress and development their child is making. Parents are valued by the staff as the child's first educator and they welcome parental comments.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Operational plan works effectively in practice and helps to underpin the smooth running of the group.
- The premises provide children with a stimulating environment. The rooms are bright with plenty of natural light and space available allows children to make choices and move freely between activities.
- Risk assessments are completed and are included with the health and safety policies and procedures. Premises are kept secure and access is monitored by staff. There is a named health and safety representative.
- Staff have good relations with parents and work positively to promote an effective partnership. There are good levels of communication and they welcome parental comments. Parents are valued as the child's first educator.

What needs to be improved?

- planning to ensure that all children have the opportunity to be appropriately stimulated and challenged
- staff's knowledge of appropriate ways to manage children's behaviour
- routine activities to allow children more autonomy at snack time for example and to be able to complete simple tasks to develop their independence skills.

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
3	Ensure that appropriate activities are provided for the older age group in particular and that everyday routines and activities are used to help develop children's independence skills.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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

How effective is the nursery education?

The provision at Rainbow pre-school is acceptable and of generally good quality. Children, including those with special educational needs make generally good progress towards the early learning goals. There are some significant weaknesses in the programme for communication, language and literacy.

The quality of teaching is generally good, with some areas of weakness. Staff have a generally good knowledge and understanding of the Foundation Stage. Planning is generally good although learning intentions for some activities are not always clear and some areas of communication, language and literacy require further development. Staff use a range of teaching skills to challenge and support three-year-olds, however potential for some four-year-olds to learn is lost through lack of stimulating and challenging activities. The pre-school is well resourced generally, although these are not always used effectively to support children's learning. Staff use appropriate methods to manage most children's behaviour. Staff make observations and assessments which show children's progress and enable staff to plan for children's future learning, however the process used is time-consuming and sometimes limits staff interaction with the children.

Leadership and management at the pre-school is generally good. The supervisors and their staff are developing good working relationships, which help to promote effective team working. Staff meet regularly to discuss planning and children's progress and their own practice issues. Clear channels of communication are in place between the staff and the committee, which effectively ensures the smooth running of the group.

Parents receive clear and detailed information about the educational provision through a parent brochure, newsletters and notice boards. Parents comment positively about the level of care and progress their child is making.

What is being done well?

- Children's physical skills are promoted effectively through regular opportunities to engage in a wide variety of activities including climbing and balancing, and to develop new skills.
- Children benefit from effective teaching to help them create models using construction sets and as a result are developing good levels of concentration.
- Staff create an environment where children are happy and enjoy their time at the pre-school. They form good relationships with their peers and with adults, which support their learning and development.

What needs to be improved?

- planning to ensure that all activities have a purpose and that older and more able children are appropriately stimulated and challenged, particularly the rising five group
- planning in communication, language and literacy to ensure children have greater opportunities to recognise their name, practise writing and become familiar with the written word as well as recognise letter shapes and sounds, and converse in group situations
- organisation of the session to ensure children's interest and involvement is sustained, and their independence promoted

What has improved since the last inspection?

Following the last inspection the staff were asked to further develop the planning, to include, long term plans and provide more detail on the medium and short term ones. They were also required to ensure activities were supported by staff to stimulate and support the children. More opportunities were required for children to recognise and write names and for children to be able to become familiar with word labels and print.

The staff have made generally good progress, they now use long, medium and short term plans, these are more detailed and show some learning outcomes. Staff have added details about adult input and generally they support activities well. Children still have limited opportunities to recognise and write names or letters or to become familiar with word labels and print as these are limited. This key issue is to be continued from this inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and keen to try new activities. Most children work as a group, share, take turns and behave generally well. Some children have very good levels of involvement and concentrate well for long periods, although some find it difficult to persevere with tasks. Their independence skills are developing although not fully promoted. Children are keen to discuss events, however have limited opportunities to express themselves in a group situation.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are developing a good knowledge of language and vocabulary. They enjoy listening to stories and rhymes and predicting endings. Some are capable of retelling stories in their own words. Children paint and practise writing skills with increasing confidence. Some children are able to recognise their names and some letters and sounds, however children do not see many examples of print displayed to promote their understanding of the written word.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their mathematical skills through a range of enjoyable activities and begin to solve simple problems. They use numbers regularly during play, count spontaneously and understand the concept of more or less, although opportunities to extend mathematical learning during routine tasks are limited. Children discuss and recreate patterns as they create butterflies, and use the pegboards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children successfully investigate and observe as they grow seeds in soil. They create models using recyclable materials, and use a good range of equipment to find out about everyday objects and use them to identify features in their own lives. Children use simple working technology and begin to understand how objects work. They go out on walks and visits to explore features of the environment. Children regularly learn about their own culture and also about cultures of the wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's physical skills are developing well. They are able to move around safely and show an awareness of their own space and that of others. They follow simple instructions as they learn to climb, balance and confidently attempt new tasks as they take part in obstacle races. Children handle tools safely and create models using construction sets, They begin to understand changes in their bodies following these activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children sing songs spontaneously during play and use musical instruments as they take part in themed activities. They begin to recognise and copy sounds made by others. Children use their imagination in the role-play area, although resources in this area are limited. They explore colour as they mix different paint colours and smell as they mix flavourings. Children begin to explore two and three-dimensional shapes.

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

- review planning to ensure that all staff are aware of the purpose of activities and can promote children's learning effectively, with particular reference to communication, language and literacy.
- review the organisation of sessions so that children's interest is sustained, involvement levels are improved and children's independence is promoted. Ensure that available resources are used effectively to support children's learning.

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.