



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 305261

DfES Number: 519650

INSPECTION DETAILS

Inspection Date	07/07/2003
Inspector Name	Jane Shaw

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rainbow Pre-School
Setting Address	Community Centre Old Road Handforth Cheshire SK9 3AZ

REGISTERED PROVIDER DETAILS

Name	. Rainbow PreSchool Committee
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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 a sessional group registered for 35 children. It is open five mornings from 9:15 to 12 noon and Tues pm from 12.45pm-3.15pm. There are 13 funded three year olds, and 18 funded four year olds.

It takes place in the Youth Centre in Old Road, Handforth and makes use of the main hall, the kitchen/play group room, and occasionally another smaller room off the main hall.

The Pre-School is committee run, and has an administrator to support the hands on work of the supervisor and staff.

The large play space enables use of the main hall for bikes and ride on toys when weather is unsuitable for outside play.

The Centre is open to other users while the play group is open, and security is ensured by the use of a boundary of chairs making an outer walkway for any other users to access other rooms off the hall, and a security buzzer alerts staff attention to the fact that someone will be walking round the edge of the room. In addition, parents drop off and collect children via a separate entrance into the kitchen/playgroup room . This entrance is kept locked during the session.

The daily routine allows for children to spend time in all of the rooms, and to be in groups of varying sizes.

Messy play with sand, water, or paint are done in the kitchen/playgroup room.

Children with Special Educational Needs, and children with English as a second language, are supported in the group.

The Early Years Profiles are currently used to record children's progress, and the group's other required policies and records are efficiently kept and very well organised.

How good is the Day Care?

Overall the sessional day care is judged to be good.

The staff and committee are being vetted, although evidence of this is not available for all staff. There is a high proportion of qualified staff with a strong commitment to ongoing training. Staff work well together and are aware of all their duties in managing the children's routine within a shared use facility. Registration arrangements work well, including the recording of staff, visitors and any children arriving late or leaving early from a session. The environment is warm and welcoming, particularly in the pre-school's own room where wall displays evidence stimulating and fun work. Space is well used in the hall and particular care is taken on the escorting of children between rooms as the building is in use by others. Records, policies and procedures are well developed and cross referenced which supports the efficient and safe running of the pre-school. There is a good range of toys, games, crafts, and activities for children, which are continually built upon and renewed, to maintain a high standard.

Safety, health, and child protection matters are properly thought out, with all relevant certification, policies, and information available to staff and parents. Children with special needs are also appropriately assisted, supported by liaison with other professionals and guidance from the Early Years Coordinator. Snacks and drinks are healthy and bear in mind any special dietary requirements, although children may gain from some reviewing of the social aspect of this time. Good health and hygiene routines are in place, and accidents and medicine administration are conducted properly.

Activity and learning plans are good, and children are involved in a broad range of activities which support their language, mathematical thinking, imagination, and creativity. Staff make efforts to ensure that all children are included and that each has their individual needs are met.

Parents questionnaires are positive.

What has improved since the last inspection?

No actions were made at the Transitional Inspection.

What is being done well?

- the qualifications and commitment to ongoing relevant training is of benefit to all. Standard 1.
- the registration arrangements are accurate and full for staff, children, and visitors, including late arrivals and early departures. Standard 2.
- the range of activities which the children are involved in is supporting their language, mathematical thinking, imagination, and creativity. Standard 3.
- the use of space and the movement of children between the rooms for different activities is good. Standard 4.

- the toys, furniture, and equipment are of a high standard and are being upgraded and expanded regularly. Standard 5.
- the health and safety procedures are clear and accessible, and these work well in practice. Standard 6.
- staff are proactive in promoting good health and hygiene, e.g. by obtaining a mobile hand wash unit for the main hall, and by teaching children about the hygienic handling of real pets which have been brought in for them to see. Standard 7.
- healthy snacks and drinks are being given. Standard 8.
- children with special needs are being appropriately helped and welcomed, with staff working together and with other agencies and the Early Years Coordinator to provide a service. Standard 10.
- parents' questionnaire responses indicate a good level of satisfaction with the pre-school. Standard 12.
- record keeping and the organisation of policies and procedures is efficient and takes account of confidentiality appropriately. Standard 14.

What needs to be improved?

- the retention of evidence of vetting, particularly with the new committee is required. Standard 1:4.
- the planning of snack time could be reviewed to consider how this could be improved as a greater social/learning opportunity. Standard 3.

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	consider ways in which you could make sacktime a more sociable

	experience
1	ensure that clearances are available on all staff to demonstrate their suitability to care for children. Standard 1:4.

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

How effective is the nursery education?

Rainbow Pre-school are providing good quality nursery education. The children are making very good progress towards the early learning goals in communication, language and literacy, mathematical development and creative development. Generally good progress is being made in personal, social and emotional development, knowledge and understanding of the world and physical development.

The quality of teaching is very good, staff have a good understanding of the early learning goals, and what children are expected to learn from the activities provided. Staff are good role models, and therefore children's behaviour is very good. Staff supervise and support children well in their activities. There is a well planned programme of activities and experiences in all six areas. Plans are monitored and evaluated and are adapted to meet the needs of the more able and less able children.

The leadership and management of the setting is very good. Staff have clearly defined roles within the pre-school. The person in charge and deputy meet weekly to discuss plans, and there are regular full staff meetings, to discuss current and future topics. There is a system of cascade training for all staff, and there is a planned in-service training day. The person in charge is due to look at a system of assessing the groups strengths and weaknesses, in the very near future.

The pre-school's partnership with parents is very good. Parents are given introductory information, along with information on the educational provision and the early learning goals, and have access to details on present and forthcoming topics, to enable them to participate with their child's learning at home. The pre-school operate an 'open door' policy for parents to discuss their child's progress, and view their assessment records. All parents are asked to share information about their child prior to starting the pre-school.

What is being done well?

- Staff are good role models for the children, and as a result children's behaviour is good.
- Children are developing good language and communication skills, and are confident when speaking in front of small groups.
- Staff encourage the children's mathematical thinking, and use numbers and mathematical language in all activities.
- The children are given many opportunities to investigate and experiment and to predict outcomes.
- Children are given good physical development opportunities, and show good co-ordination when using both large and small apparatus and tools.

- The children are able to explore and develop a variety of creative skills through the provision of different materials, techniques and colours.
- There are many good opportunities for the children to be involved in imaginary play activities within well resourced role play areas.
- Staff have a good understanding of the early learning goals and how these are used to promote children's development.
- Planning is good, all staff are involved in the formulation of plans and themes, and the monitoring of these.
- Staff are well deployed and give good support to children's activities.
- An effective partnership with parents is in place.

What needs to be improved?

- the assessment of the setting strengths and weaknesses, to enhance existing good practice and to help the pre-school to move forward.

What has improved since the last inspection?

The pre-school has made very good progress in response to the key issue made at the previous inspection, which was to: organise children more effectively into small, teacher-led groups. In this way, individual learning needs, particularly in aspects of language and literacy and mathematics, would be better met, and the four-year-old children would benefit from fewer distractions.

The full group is now split into two groups, these being a younger and older aged group, they use the two main playrooms, where different activities are set out. After a period of time, the groups change around rooms. The children are split up again at story time and group activity time (table top games), there is a member of staff allocated to each group, where appropriate stories and games are used.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children are making generally good progress in personal, social and emotional development. They are confident, independent and have good relationships with both staff and each other. Staff have high expectations of the children and as a result their behaviour is very good. They show concern for, and are considerate to, one another. The children express their emotions appropriately when offered new experiences, and they are motivated to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Progress in communication, language and literacy is very good. Children show confidence when speaking in front of others and are developing good language and vocabulary skills. They sit quietly and listen attentively to stories read by staff, and have opportunities to self select books. The children are able to recognise their own name and other letters. Some children are able to make marks, others are able to write their own name.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in mathematical development. They are developing a good understanding of mathematical language and are able to accurately describe the shape of things they have made and when comparing objects. They are able to successfully match objects when counting and playing matching games. Children recognise and are able to count, and are able to undertake simple calculations when involved with different sized containers during water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. Children are given many opportunities to investigate, experiment and predict. They have access to a range of technological toys and equipment. Children are able to competently design and make three-dimensional models from a range of construction toys and equipment. The programme is developing the children's understanding of the wider world and different cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The children are making generally good progress in physical development. They move confidently and safely around the room and during outdoor play, they are aware of space, toys and others as they do so. A range of equipment gives the children the opportunity to practise their skills of climbing and balancing. The children are able to use a range of both large and small tools and equipment with competence. The children have looked at keeping themselves and their pets fit and healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The programme for creative development is very good. Displays and examples of work, show that children are able to use a variety of techniques and textures. Children know their colours well and what colours are made when mixing paints together. They are involved in baking activities, looking at the texture of ingredients before and after cooking. Children are involved in spontaneous role play, both with and without adult support. Role play areas are well resourced.

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:

- assess the pre-school's strengths and weaknesses, to enhance existing good practice and to help the pre-school to move forward.

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.