



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY273637

DfES Number: 580240

### INSPECTION DETAILS

Inspection Date	24/01/2005
Inspector Name	Lesley Ann Barrett

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rainbow Pre-School
Setting Address	Welbourne Primary School Goodwin Walk Peterborough Cambridgeshire PE4 6RE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Rainbow Pre-School
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### ORGANISATION DETAILS

Name	Rainbow Pre-School
Address	Welbourne Primary School Goodwin Walk Peterborough Cambridgeshire PE4 6RE

## 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 has been in operating for over 20 years. It has been in its current location since September 2003. It is situated within Welbourne Primary School in Werrington. A maximum of 26 children may attend the group at any one time. The Pre-School currently offers sessions each weekday morning from 09:00 to 11:45hrs, 12:15hrs on a Friday and on a Monday afternoon 12:40 to 15:10hrs, Tuesday afternoon 12:30 to 15:00hrs, and Thursday afternoon 13:00 to 15:00hrs. The group have shared access to the school playgrounds and hall facilities.

There are currently 30 children on roll, aged from two to four years. Of these 26 children receive funding for nursery education. The pre-school serves children living in the local area. There are systems in place to support children with special education needs or those that speak English as an additional language.

There are three members of staff who work within the pre-school and two regular volunteers. Two members of staff have childcare qualifications and the third member is working towards a recognised qualification. The setting receives support from a pedagogical support officer and childcare adviser from the Peterborough Sure Start Strategic Partnership.

### How good is the Day Care?

Rainbow Pre-School provides satisfactory care for children.

The staff work well as a team, are aware of their own individual responsibilities and are deployed effectively to ensure that the children's needs are met. The environment is bright, cheerful and homely which provides children and parents with a warm welcome to the setting. The room is organised into separate areas for children's play, however, some areas have become cluttered and this limits the space available.

Staff ensure that areas used inside, and outside, are safe for children, however,

formal risk assessments are not in place and the safety of a free-standing shelving unit has not been addressed. Children are encouraged to manage their own personal hygiene independently such as hand-washing and toileting. Staff are currently in the process of renewing their first-aid certificates. They sensitively deal with children's illness whilst at nursery. Snacks are healthy and nutritious, however organisation of snack-time does not provide children with opportunities to extend their independence skills.

Children play and learn in a relaxed environment. They are encouraged, and supported, by staff who know them well and foster trusting relationships with them. Staff provide children with a range of stimulating activities and take into account the children's need for a variety of fresh air and opportunities to let off steam. Resources are plentiful, however, positive images that reflect diversity are limited. Strategies for dealing with unwanted behaviour are sensitive, positive behaviour is praised and encouraged to help build a child's self-esteem.

There is a positive partnership with parents and carers. Staff share information informally at the beginning and end of each session. They are aware of families needs and offer support. Most documentation is in place, however, some policies and the record of attendance do not contain all necessary information.

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

This is the provision's first inspection in the new setting.

#### **What is being done well?**

- Staff have developed a good rapport with the children who are confident and at ease. They are interested in the children's play and enthusiasm.
- The organisation of lunch-time encourages a positive social environment. Staff sit with the children, promote good social skills and encourage conversation to help them learn.
- Parents express their satisfaction at the care provided. They particularly comment upon their child's development, how their child has gained confidence and the range of activities offered.

#### **What needs to be improved?**

- recording of children and staff's times of arrival and departure
- the safety of areas that have become cluttered
- the process for identifying risks and hazards
- children's independence at snack-time
- images displayed that reflect diversity
- child protection and behaviour-management policy.

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

Std	Recommendation
2	Ensure that children's exact times of arrival and departure are recorded.
2	Provide opportunities for children to develop their independence skills at snack time.
4	Consider how areas within the pre-school can be re-organised to prevent them from becoming cluttered.
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize identified risks.
8	Provide opportunities for children to develop their independence skills at snack-time.
9	Ensure that children have an appropriate range of positive images on display that promote equality of opportunity and anti-discriminatory practice.
14	Ensure policies and procedures contain all necessary information, with particular regard to the behaviour management and child protection policies.

## **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 generally good. It enables children to make very good progress in mathematical and personal, social and emotional development and knowledge and understanding of the world. Generally good progress is being made in the other three areas.

The quality of teaching is generally good. Staff are calm, relaxed and interact positively with the children. They have a sound knowledge of the early learning goals, use effective questioning techniques and provide meaningful activities to support and develop children's learning. They plan for a variety of activities to cover the six areas of learning although the organisation of the role play, creativity and mark-making limits the children's development in these areas. Medium term plans address the topics to be covered each term. Short term plans are developed on a weekly basis and staff make regular observations on the children that are used to aid these plans. Systems are in place to support children with special educational needs.

The leadership and management is generally good. Staff and committee meet regularly to discuss the operation of the group. Informal processes are in place to identify training needs and staff show a commitment to on-going training. However, systems are not in place to monitor the effectiveness of the educational provision and evaluate the quality of teaching. There are good links between the pre-school and the school which helps to ease the transition for children moving onto school.

The partnership with Parents and carers is very good. Parents are provided with clear information about the foundation stage. They are regularly updated about events and activities through the notice board and newsletters. Activity at home sheets are provided to help them become involved in their child's learning and the staff provide half termly feedback about their child's development. The staff are keen to offer informal information to the parents.

### **What is being done well?**

- Children's personal, social and emotional development is given high priority. Staff encourage the children to share and take turns and help the children feel secure and settled. Children are effectively learning right from wrong.
- Children's mathematical skills are well-fostered through planned activities and use of daily routines. Staff make learning spontaneous and fun and children enjoy using numbers in their play.
- Staff work well as a team and are supportive of each other. They are aware of their roles and responsibilities during the session.
- A varied range of activities are provided which support and extend children's learning.

**What needs to be improved?**

- opportunities for children to choose their own creative materials and create from their own imagination
- opportunities for children to practice mark making in a range of play situations
- the layout and set-up of the role-play area
- the systems for monitoring the quality of teaching and education offered to children.

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

Generally good progress has been made in addressing the key issues for action identified at the last inspection.

Children's progress is regularly recorded and documented in the record of achievement and parents are formally notified of their child's development each half term.

The book area has been developed and made more appealing to children. Books are varied and easily accessible to children.

Some progress has been made towards providing a wider selection of materials and resources for creative activities and role-play. However, further development is required and has been identified as a key issue for improvement.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and keen to attend the group, they are familiar with the routines and are settled. They are developing good relationships with each other and are learning to share and take turns as they use the equipment. Children are well-behaved and are learning to be kind and treat each other with respect. Their independence skills are being extended as they select equipment, help to tidy away and take themselves to the toilet. Children are interested in activities available in the room.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their concentration and listening skills in both large, and small, groups. They enjoy talking to each other, staff and visitors. They are beginning to recognise letter sounds and show an understanding of rhyme. They are learning to recognise their own name through self-registration and understand that print has meaning. Opportunities for mark-making are provided, but, these are limited and opportunities to extend children's interest in free-play activities are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident at counting and recognising numbers. They use numbers in structured activities and in their free-play. They count forwards and backwards and use simple addition and subtraction in number rhymes and songs. Staff make effective use of everyday activities to introduce mathematical concepts such as size, half, whole, e.g. who has got a triangle sandwich and cutting a roll in half. Planned activities give opportunities for children to measure, weigh and create simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Topics provide children with activities to explore and investigate as they plant bulbs, learn about the African land snail and watch ice melt. They learn about the environment as they go for local walks and feed the ducks. Planned and spontaneous activities help to extend this learning. Effective staff interaction enables children to learn about the past, present and other cultures. Children are able to work with everyday technology in their free play and on an individual basis.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Equipment is provided which allows children to climb, crawl, balance, pedal, steer and develop ball skills. Indoors children enjoy moving to action rhymes and planned activities provide children with opportunities to move to music. Children use a variety of tools with increasing confidence as they spread glue, use a computer mouse and complete jigsaws. They are beginning to learn about the importance of keeping healthy through spontaneous conversations initiated by staff.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy participating in art; their work is valued and displayed by staff. However, opportunities for children to freely choose their resources for creative activities are limited. They learn to construct two, and three, dimensional models such as birds with concertina wings. Children show good imaginative skills although the organisation of the resources, in the role play area, limits children's learning and their creative talents.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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**

- Develop the organisation of resources to increase children's learning in communication, language and literacy and creative development.
- Develop a system to help monitor the strengths and weaknesses of the setting and evaluate the quality of teaching and education offered to children.

*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.*