



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 115363

DfES Number: 532076

### INSPECTION DETAILS

Inspection Date 18/11/2003  
Inspector Name Deborah Lynch

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Rainbow Playgroup  
Setting Address Committee Room  
Community Centre, Falconwood Parade  
Welling  
Kent  
DA16 2ET

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name The Committee of Rainbow Pre-School  
Address Rainbow Playgroup  
Committee Room, Community Centre  
Falconwood Parade  
Welling, Kent  
DA16 2ET

## 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 1992. It operates from the Falconwood Community Centre. The group has sole use of a small hall, a kitchen and cloakroom facilities. Outside, children use an enclosed, grassed area. The group serves families from the surrounding residential area of Welling and is supported by a parent committee.

There are currently 16 children on role. This includes 6 funded 3-year-olds and 5 funded 4-year-olds. The setting supports children with special needs. At present there are no children who speak English as an additional language.

The group opens Monday to Friday during school term times. Sessions are from 9:30 to 12:00.

Five members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 and 3.

The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Rainbow Pre-School provides good care for children in a well organised, warm and welcoming environment. Good use is made of space available. There is a large fully enclosed outdoor play area.

The qualified, enthusiastic staff team are well supported by the parent's committee. They give high priority to providing a safe environment for children. Regular risk assessments are undertaken but the document needs to be signed and reviewed. Staff also now recognise the importance of ensuring that a lost children's procedures is in place.

Children have access to a good range of suitable resources and staff plan good appropriate activities, ensuring that children are developing in all areas.

Staff are knowledgeable about children's individual needs and treat children with equal concern. Practical support systems for children with special educational needs are developing well. However, the current policy statement demonstrates insufficient regard for the DfES Code of Practice for Children with Special Educational needs.

Staff work directly with the children, building positive relationships. Children are happy and well occupied and this is reflected in their good behaviour.

The staff work successfully in partnership with parents. The parent's committee is actively involved in the overall organisation of the provision. Parents are well informed about the provision and their children's progress.

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

At the last inspection the provider agreed to: ensure all staff had police checks; to complete a risk assessment; to include a policy on the administration of medication; to provide parents with Ofsted contact details; to update staff training in the area of child protection; and to update and review policies and procedures.

The provider has: provided disclosure forms for all staff members; a risk assessment has been undertaken, but lacks information, including the date, signature and review process; a procedure for the administration of medication has been drawn up; parents have been provided with contact details for Ofsted; the play leader has attended additional training in the area of child protection; and a review of policies and procedures has taken place.

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

- Staff know the children well, they support and encourage children, building positive relationships.
- Children take part in well planned and interesting play activities, promoting their development in all areas.
- Children respond well to clear expectations and consistent approach to behaviour management. Children are well behaved, especially during circle time.
- Staff ensure that all children are included and their differences acknowledged and valued.
- Staff work closely with parents, and they are encouraged to play an active role in the provision.

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

- documentation, to ensure that there is a procedure in place to cover lost children
- information recorded in the risk assessment should be clear and accurate.

- documentation to include written parental consent to seek medical treatment or advice in the event of an emergency
- documentation, to ensure that sufficient regard is given to the Code of Practice for Children with Special Educational Needs.

### 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 must take the following actions by the date shown

Std	Action	Date
2	Develop and implement an action plan that sets out a procedure to follow in the event of a child being lost.	18/12/2003

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

Std	Recommendation
6	Ensure that the risk assessment contains all required information.
7	Obtain written consent from parents for seeking emergency medical advice or treatment
10	Devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff.

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

### How effective is the nursery education?

The children are making generally good progress overall towards the early learning goals. In the area of personal, social and emotional development, children are making very good progress.

The quality of the teaching is generally good and promotes children's positive attitude towards learning. Staff's warm and caring approach contributes well to the secure and welcoming environment offered. Staff focus on offering a range of play-based practical activities and recognise the value of first-hand experiences when supporting children's learning. Staff manage children well. However, staff's over enthusiasm during circle and story time, impacts on children's ability to communicate effectively. Activities are generally well organised and stimulate children's curiosity, but staff do not always reinforce and extend mathematical concepts, especially when children show interest in weighing objects. Resources are used well by children. They are eager to participate. Children involved in craft activities sometimes lack free choice and materials made available are limited. Staff provide an attractive environment, they cope well with the limitations imposed by the accommodation.

Leadership and management are generally good. Staff work well together as an effective and dedicated team. The leader has clearly identified some areas of weakness in terms of planning and assessment. She demonstrated an ongoing commitment to improvement and development.

Partnership with parents is generally good; parents express their satisfaction with the service and the progress their children make in the group. Parents participate in the management committee and support the group through various organised events. Staff keep parents well informed on the daily operation of the setting and on their children's progress through regular discussions.

### What is being done well?

- Children's personal, social and emotional development is well fostered, and children show interest and are motivated to learn.
- Staff provide a secure, happy, family environment which supports the children's developing self-esteem and confidence.
- Staff provide a range of resources and well planned activities which are stimulating and fun for the children.
- Children are friendly and form good relationships with adults and peers. They are well-behaved and showing a growing respect for the needs of others.
- The good relationship and partnership with parents mean that they are involved and able to share in their children's learning.

**What needs to be improved?**

- planning and assessment systems to ensure that children's individual learning needs are recognised and met, and that they are supported or challenged in their learning, according to their abilities
- access to information technology and access to a wider range of craft material, with more emphasis on free choice
- emphasis given to communication, language and literacy and mathematical development, in planning and purposeful activities.

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

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have an enthusiastic, positive approach to learning and are eager to try new experiences. They participate well at 'circle' time and are keen to contribute their ideas. They are confident in choosing resources and activities. Children are friendly and form good relationships with adults and peers. They are well-behaved and show a growing awareness and respect of the needs of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well to stories, they participate and show enjoyment. They use language well to explore real and imaginary experiences. Children recognise their own name and older children can write their name. Children recognise some letters of the alphabet, but have few opportunities to link sounds to letters. Children are often asked to respond to questions during 'circle' time, by shouting very loudly. This impacts on children's ability to communicate effectively.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to relate counting to everyday objects, older children count reliable up to 10 and sometimes beyond. They recognise the concept of size and are able to use mathematical language to show this. Children have access to good mathematical resources that support children's learning in this area. However, staff do not always reinforce children's understanding of mathematical ideas through practical activities e.g. weighing and use of compare bears.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Well-planned topics enables children to explore their local community and the wider world. They learn about the celebrations of other cultures, such as Chinese New Year, as well as their own. Children design and build, using a range of construction equipment and materials. Children are interested in how things work, but have few opportunities to explore technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have access to outside play facilities. They show agility, confidence and control in their movements. They use a variety of tools, including pencils, glue sticks and dough cutters and develop good hand-eye co-ordination as they use construction equipment. Children show a growing awareness of basic hygiene routines, washing their hands before eating. Physical activities tend to be largely recreational, and there is little planning or assessment to develop specific skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children involve themselves well in role play, developing their ideas and stories. Active story telling provides good opportunities for children to use their imagination and children sing with great enthusiasm. Children participate in a range of craft activities, such as puppet making, printing and collage. Their attempts to communicate their ideas are not always fully developed, as materials provided are sometimes limited.

**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**

- further develop and link planning and assessment to provide a secure framework for the educational programme. Ensure children's learning is supported or challenged to reflect their individual abilities
- provide opportunities for children to explore information technology and extend opportunities for children to experiment with a variety of materials during craft activities
- Improve the priority given to communication, language and literacy and mathematical development, implement planned and purposeful 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.*