



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 402297

DfES Number: 515570

### INSPECTION DETAILS

Inspection Date 04/02/2005  
Inspector Name Julie Youngman (TCCI)

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Rainbow Preschool Wickford  
Setting Address Memorial Park  
Rettendon View  
Wickford  
Essex  
SS11 8JE

### REGISTERED PROVIDER DETAILS

Name The Committee of Rainbow Preschool Wickford 1046532

### ORGANISATION DETAILS

Name Rainbow Preschool Wickford  
Address Memorial Park  
Rettendon View  
Wickford  
Essex  
SS11 8JE

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 1984. It operates from two main play rooms, with adjacent office, reception and toilet facilities, in a community hall. The pre-school serves the local area.

There are currently 108 children from 2 years to under 5 years on roll. This includes 62 funded 3 year olds and 28 funded 4 year olds. Children attend for a variety of sessions. The setting supports a number of children who have special needs.

The group opens 5 days a week term time only and opens from 9:15 to 11:45 and 13:15 to 15:45.

The Preschool employs twelve permanent members of staff, five are currently working towards an early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PSLA).

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

### How effective is the nursery education?

The provision of nursery education at Rainbow preschool is of good quality overall. Children are making generally good progress towards the early learning goals, with very good progress in the areas of personal, social and emotional development and physical development.

The quality of teaching is generally good. Staff are sensitive to children with special educational needs and know how to access support and guidance. They have a generally good knowledge of the early learning goals and curriculum planning is effective overall. The learning focus for daily activities is clearly written but it does not always include a challenge for older children. Staff manage the children competently and are well organised. Children are well behaved. There is ongoing assessment and a list of achievements. Samples of work help staff to see what stage their key group has reached.

Leadership and management of the setting is generally good. Staff work well as a team and deployment and supervision of the three rooms is effective. Staff are clear about their roles and responsibilities. Planning includes evaluations of activities, and this is discussed in monthly staff meetings as well as daily on an informal basis. Charts monitor children's completion of structured activities and also ensure that a different range of equipment is used daily. Staff are committed to the welfare of children and plan to build on their training and professional development.

Partnership with parents is generally good. Parents are positive about the provision and most feel well informed through receiving newsletters, reading the notice board, helping with events and by talking to staff, who they find very approachable. The children take work home most days and parents discuss their achievements at an open evening at the end of the year.

### What is being done well?

- Staff provide an environment which effectively promotes children's confidence and independence. Children are encouraged to make decisions, take care of their own personal hygiene and help at snack time.
- Staff plan and provide many activities to stimulate children's physical development. Children benefit from playing outside in the fresh air and they have access to a wide range of equipment to promote both large and small muscle control and development.
- Staff are successfully working in partnership with parents and carers. They are encouraged to be involved with their children's care and learning and they are given lots of relevant information about the group. Parents can talk informally to staff on a daily basis.

- Staff ensure that children with special educational needs are well supported and that they gain as much as possible from all the activities provided.

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

- opportunities for children to express themselves through role play, music and dance
- activities for children to practise their early writing or mark making that has meaning for the children
- opportunities for children to solve practical problems using simple mathematical ideas.

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

The pre-school have made generally good progress in addressing the key issue raised at the last inspection when they were asked to encourage children's understanding of the importance of keeping healthy.

Staff are now more aware of this issue and are more effective in helping the children in this area through projects, topics and day to day conversation. Staff plan topic work for children on healthy eating and looking after themselves. Children help to prepare healthy food at snack time and discuss the importance of washing hands before snack and after using the toilet. They talk dressing up warmly in cold weather.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are gaining confidence to try new activities and to contribute to the group. They are keen to learn and younger children are encouraged to talk and join in. Staff and children relate well to each other. Most children play well together and staff encourage younger children to understand that they must also share and take turns. Children are gaining independence and have opportunities to make decisions and to look after themselves, helping to prepare their snack.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

There is good interaction and conversation between adults and children. Adults play alongside the children and encourage them to talk. Children listen and respond well to stories and make up their own. Children enjoy books and adults are able to read to them on a one to one or small group basis. Some children link the sounds and letters and can recognise certain letters and names. However, early writing skills are not being effectively fostered through meaningful practical activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children are making good progress with counting and number recognition through structured games and free play on the number line outside. Staff encourage them to compare numbers and sizes and to use mathematical language. Children begin to learn simple calculation by adding their fingers and subtracting the buns in the baker's shop as they act out the number rhyme. They match patterns and shapes. There are limited opportunities for children to use mathematical ideas to solve problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn through investigating and finding out for themselves, such as experimenting with magnets to see which objects they will pick up. They explore the properties of dry sand using their sense of touch as well as with equipment. They ask questions about how things work and identify features of living things in the local environment. They sometimes use the computer and they learn about their own and other cultures through a range of activities, eg. Pancake Day and Chinese New Year.

**PHYSICAL DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

The children have many opportunities to develop large and small muscle control. They walk in a controlled way between the three rooms in the setting and sometimes walk in the park outside. They can practice skills such as balancing, climbing, crawling and sliding indoors. Outside they play energetically, improving their large movements. They practise using fine control through manipulating equipment and using tools such as paint brushes, knives to spread butter and glue sticks.

**CREATIVE DEVELOPMENT**

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

The children explore colour, texture, form and space using different media. They contribute to attractive displays and take part in adult initiated, structured art activities. Children use their own ideas to make models from playdough or recycled materials. They sing songs and sometimes play musical instruments but there are limited opportunities for children to regularly express their feelings through creative dance, music and role play.

**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**

- plan further opportunities for the children to use their imagination and creative expression in role play, dance and music
- encourage early writing skills through meaningful activities using a variety of materials
- provide opportunities for children to use simple mathematical ideas to solve practical problems.

*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.*