



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY266850

DfES Number: 511648

INSPECTION DETAILS

Inspection Date	19/11/2002
Inspector Name	Katherine Powell

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Rainbow Nursery
Setting Address	Little London Long Sutton Spalding Lincolnshire PE12 9LF

REGISTERED PROVIDER DETAILS

Name	The Committee of Rainbow Nursery
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ORGANISATION DETAILS

Name	Rainbow Nursery
Address	Little London Long Sutton Spalding Lincolnshire PE12 9LF

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 Nursery is a community based group registered as a charity and managed by a committee. It has been established as a play group for over 18 years, moving to new premises and offering extended hours in 2003. It is based within the grounds of the Peel school which is in the centre of Long Sutton, and serves the local rural community and surrounding villages. The group have sole use of the premises which comprise of a large play room with 2 smaller for small group work, an office, kitchen and toilet facilities. There is an outdoor play area adjoining the building.

The group may care for no more than 24 children from 2 years to under 5 years at any one time. It is open each weekday from 9.15am to 15.30pm on Mondays, Wednesdays and Fridays and from 9.15am to 13.00pm on Tuesdays and Thursdays. It operates during school term time only. Children are able to attend for morning or afternoon sessions with the option of staying over lunch or for the full day.

There are eight members of staff employed to work with the children, most on a part time basis. Two members of staff have completed child care qualifications and 2 are working towards these. The staff team have attended a range of training appropriate to their work.

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

How effective is the nursery education?

Rainbow Pre-School provides a stimulating learning environment where children make generally good progress towards the Early Learning Goals. Children are confident and are motivated to learn. This is a result of a high level of interaction between staff and children and the methods used to engage children's interest and foster their independence.

The quality of teaching is generally good. Staff have a secure knowledge and understanding of the Foundation Stage curriculum and provide a stimulating range of practical activities to help children learn. Planning and assessment systems generally provide a suitable framework to help children to make progress. However, opportunities to develop children's mathematical understanding and language are not always clearly identified in cross curricular activities. Staff work well alongside the children and have high expectations of their behaviour.

The leadership and management of the group is generally good. All staff are positively encouraged and supported to undertake further training. They contribute to regular reviews of their provision which are used to maintain and improve standards.

The partnership with parents and carers is very good. Keyworkers regularly talk to and share information with parents about their child's progress. Parents receive very good written information about the group and the curriculum and are actively encouraged to be involved in the children's learning.

What is being done well?

- Staff provide a stimulating environment where children are motivated to learn. There is a good balance of child and adult initiated activities.
- Staff use space and resources effectively to develop and extend children's learning.
- Children are confident and make independent choices when selecting materials and resources.
- A very good partnership with parents and carers fostered through effective verbal and written communication. Parents are encouraged to be actively involved in their children's learning.

What needs to be improved?

- activity planning to clearly identify ways in which children's mathematical knowledge and understanding can be developed through other areas of the curriculum.

What has improved since the last inspection?
<p>The pre-school has made generally good progress since the last inspection and has fully implemented the action plan to address the key issue raised. Regular opportunities are provided through planned and free play activities for children to design and create. Staff provide a wide range of tools and materials and encourage children to select and work independently.</p> <p>Staff have developed their knowledge of planning and delivering the Foundation Stage curriculum and promoting the Early Learning Goals through in-house training.</p> <p>A new assessment system for recording children's progress and achievement has been introduced. Links with the Early Learning Goals and stepping stones are now more clearly identified.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have good personal and social skills. They relate well to each other and approach adults with confidence. Standards of behaviour are very good and staff encourage children to take responsibility for their own actions. Children are motivated to learn and work well both independently and during group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children confidently participate as speakers and listeners in group activities. They have learnt a range of familiar songs and rhymes. Children are learning the conventions of reading and are encouraged to talk about stories and characters. Staff engage children in conversation and their thoughts and ideas are valued. Children make marks and practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to count in sequence to ten and beyond and use number in everyday situations such as role play activities and snack time. They can recognise and match colours and shapes. Staff do not clearly identify ways to develop, consolidate and extend children's mathematical understanding and language during other activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have the opportunity to explore and describe materials using their senses. They independently select from a wide range of resources to build, design and create. Children are developing their understanding of the uses of information technology and are able to work independently on the computer. Through topic work children are gaining an awareness of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's fine and gross motor skills are developed through effective use of a wide range of equipment and large apparatus. Children confidently use the apparatus to perform different movements and have developed good spatial awareness. Staff plan indoor and outdoor physical activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
A good range of resources and tools is provided to stimulate children's imagination and creativity. Children freely explore colours, shapes and textures through play and structured activities. They respond enthusiastically to music and movement and opportunities are provided for them to play a range of musical instruments.	
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

- identify ways to develop, consolidate and extend children's mathematical knowledge and understanding through other curriculum areas and daily 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.