



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 221794

DfES Number: 524164

### INSPECTION DETAILS

Inspection Date	11/10/2004
Inspector Name	Susan Christine McGuire

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Gamlingay Rainbow Pre-School
Setting Address	The Old Chapel, Green End Gamlingay Sandy Bedfordshire SG19 3JZ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Gamlingay Rainbow Pre-School 293562
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### ORGANISATION DETAILS

Name	Gamlingay Rainbow Pre-School
Address	The Old Chapel Green End Gamlingay, Sandy Cambridgeshire SG19 3JZ

## 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

Gamlingay Rainbow Pre-school opened in 1984 and operates from the room in the Old Chapel building. It is situated in a residential area close to the centre of Gamlingay. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each weekday during school term-times from 09:10 to 12:00, with an optional lunch club operating until 13:00 on Tuesdays, Wednesdays and Thursdays. All children share access to a secure, enclosed outdoor play area.

There are currently twenty-one children aged from two to five years on roll. Of these, ten children receive funding for nursery education. Children come from the local area. The pre-school currently supports a number of children with special educational needs, and can also support children who speak English as an additional language.

The pre-school employs four staff and one relief member of staff. Two of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

### How good is the Day Care?

Gamlingay Rainbow Pre-School provides satisfactory care for children.

Staff work well as a team, each knowing their roles and responsibilities within the session. They show a commitment to on-going training. The shared premises is prepared daily in readiness for the children's arrival, but a quiet area is not provided. Resources are well-organised into easily identifiable boxes. There is limited storage available for children to self-select resources and activities, however. All policies and required written procedures are in place, and daily available for parents to read.

The premises is kept secure during the session and staff follow procedures to protect children from people who are not vetted. They show an understanding of the local Area Child Protection procedures and have booked onto a course to update their knowledge on these matters. They encourage children to develop good

routines for managing their personal hygiene. Good written procedures are in place for the administration medication and all staff keep their first aid qualifications current.

Staff work well alongside the children, supporting their play and learning in a variety of activities. Relationships are good and children are given appropriate praise and encouragement for effort and positive behaviour, but unwanted behaviour is not managed consistently by all staff. Children with identified special needs are well catered-for, but staff's limited understanding of equal opportunities means that the needs of some children are not met and they are given few positive experiences of other cultures. Children have some responsibility for their self-care.

Staff and parents have good informal relationships, with daily discussions about the children taking place. Parents especially appreciate the ease with which their children settle into the group. There are regular parents evenings where details of children's progress is shared.

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

At the last inspection the setting agreed to improve certain aspects of documentation and record keeping. They have achieved these improvements by adding written permission for emergency medical treatment, and questionnaires containing details about the children, to children's records, so they are better able to meet the children's needs in the event of emergencies. They have also devised an operational plan containing all policies and procedures of the group which is available daily for parents to access. In addition, the times of arrival and departure of children and staff are recorded daily, but this improvement does not extend to visitor records.

They also agreed to make drinking water available at all times. Children now attend to their own needs in this regard by freely accessing water from the bottle located on a trolley in the room.

Lastly, they agreed to provide an action plan stating how the requirements regarding qualifications of the supervisor would be met. The action plan was submitted and a relevant training course has been completed by the supervisor, thus enhancing her skills and years of experience in working with children.

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

- Children are very happy and settled in the group, and relate well to the staff and each other. They play co-operatively together and are beginning to form friendships.
- A high adult/child ratio is maintained which results in activities being very well-supported. Staff work well in small groups and on a one-to-one basis, yet they know when to stand back and allow child-initiated play to develop.
- Staff have a very positive attitude to on-going training. They regularly take part in short-courses to keep their skills in working with children fresh.

- Children are learning the importance of handwashing at relevant times, and staff monitor this process to ensure that it is correctly carried out.

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

- visitor records
- children's independence skills
- provision for children who wish to play quietly
- behaviour management
- equal opportunity issues

#### **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 the times of arrival and departure are included in the visitor records.
9	Improve staff's knowledge and understanding of equal opportunity issues so that the needs of all children are met, and that sessions include some positive experiences of other cultures.
11	Ensure that behaviour management strategies are consistently applied by all staff.
4	Provide an area within the room for children who may wish to rest or play quietly.
3	Further develop children's independence by providing opportunities for them to select resources for themselves, and to have responsibility for helping to tidy activities away.

## 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 Gamlingay Rainbow Pre-School is good. It enables children to make very good progress towards the early learning goals in mathematical and physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff create a relaxed atmosphere where most children are confident to learn. Small groupwork is sometimes used to extend vocabulary and mathematical thought e.g. encouraging children to sort construction bricks by colour. Staff foster self-esteem through the use of praise, and having regard for children's interests. Some staff show a good understanding of the Foundation Stage, but long-term plans do not identify the areas of learning covered. There are few clear links between learning intentions and activities in weekly plans, and no identified methods of extending learning for more able children. Assessment is not used effectively to inform short-term plans for individuals.

Leadership and management is generally good. The management committee maintains a role of background support. They devolve the responsibility for monitoring children's progress to the staff in whom they have confidence. However there is no system for staff appraisals to monitor staff development. The staff work well as a team. They assess their own strengths and weaknesses and training needs and act on their findings, showing commitment to the improvement of the provision for the children.

The partnership with parents is generally good. Parents speak highly of the setting and feel their children are happy there. They can attend information evenings and have both formal and informal opportunities to see their children's records. They contribute to the initial assessment of children, and support topics with items brought in from home, but they are provided with scant information about the Foundation Stage which limits their opportunities to be partners in their child's learning.

### What is being done well?

- Children's mathematical development is very good. Staff use the daily routine well to encourage children to count, add and take away e.g. registration, and songs and rhymes are used to good effect as a means of counting backwards.
- Children are becoming confident learners in the relaxed atmosphere created by staff. They are beginning to share and take turns, and to work co-operatively together.
- There is good provision for children to develop physical skills. The outside play area is well-resourced for climbing and balancing and pedalling, as well as running and 'letting off steam'. Indoors children are using a variety of tools

with increasing confidence, including hammers and nails, where they show skill in placing the nails where they wish them to be for the effect they want.

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

- planning to ensure, long term, a balance across all areas of learning, short term, links between the learning intention and activities
- the extension of activities for the older or more able children
- the use of the assessment of children's learning to inform planning
- the presentation of the book area
- opportunities for design and construction
- the provision of resources for role-play.

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

Very good progress has been made in addressing the key issues identified at the last inspection.

Staff have given priority to the use of a computer to support children's learning. Children operate the computer with confidence and are using programmes which support the weekly theme e.g. colour mixing.

They have also reviewed the style of print displayed in the room to ensure that children are being encouraged to develop correctly-formed handwriting.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children separate from their carers with confidence and relate well to staff in the setting. They take turns patiently and share activities well. They are beginning to 'look out' for each other, e.g. spontaneously helping with dressing and reminding when one has left something behind. Staff encourage children to be independent in their self-care, but they have limited opportunities to select resources or to take responsibility for their environment e.g. tidying up when activities are finished.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Staff encourage conversation in small and large groups and children use language well to negotiate in play. There is some opportunity to write in role-play and mark-making tools are available. Some staff recognise the potential in activities to discuss letters shapes but there is little evidence in planning that linking sounds and letters is sufficiently explored. Children enjoy group-story but the book area is uninviting and seldom accessed freely. Books for information are not introduced.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children's mathematical development is very good. They are given frequent experiences of counting, adding, and taking away in the daily routine, and songs and rhymes are used effectively to support these concepts. Staff take unplanned opportunities to encourage children to problem-solve e.g. fitting bricks into their container and fitting shapes into spaces. Children weigh and measure in planned activities e.g. cooking, and can sort by shape, size and colour.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are learning a sense of time and place through daily activities which observe the date and weather, and from visitors who work in the community. They also observe change through cooking and planting seeds. Festivals of their own and some other cultures are celebrated but children have insufficient knowledge of the wider world generally. Their IT skills are being fostered, but there is very little opportunity to develop design and construction skills or to explore how things work.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's physical development is very good. Equipment is provided indoors and outdoors for children to become confident in climbing, pedalling, balancing and ball skills. They are also choosing and using a variety of tools for their intended purpose and to effect change, including hammers and nails. Most are showing a clear preference for their left or right hand, and can transport objects safely. They show an awareness of their own space and that of others when sharing activities.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children show enthusiasm for singing and for using musical instruments to explore loud and soft sounds. They freely access the white board to draw and experiment with colour-mixing. Some planned activities pay attention to the use of all the senses, e.g. smelling and tasting food. Craft activities are very adult-led however, giving children few choices within them, and role-play is not being used effectively to develop children's imagination as it is infrequently available.	

**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**

- improve planning so that long-term plans have regard for the 6 areas of learning, short-term plans show clear links between learning intentions and the activities provided, and how the learning for more able children will be extended. Also show how assessment will be used effectively to plan the next steps of learning for individual children
- develop the programme for communication, language and literacy to include the provision of an inviting book-area for children to access freely, the programme for knowledge and understanding of the world to include frequent opportunities for children to develop design and construction skills, and the programme for creative development to include further opportunities for the development of children's imagination through role-play.

*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.*