



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY240964

DfES Number: 513161

INSPECTION DETAILS

Inspection Date 26/02/2004
Inspector Name Hazel Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rainbow Pre-School
Setting Address South Dale
Caistor
Market Rasen
Lincolnshire
LN7 6LY

REGISTERED PROVIDER DETAILS

Name The Committee of Rainbow Pre-School Committee

ORGANISATION DETAILS

Name Rainbow Pre-School Committee
Address South Dale
Caistor
Market Rasen
Lincolnshire
LN7 6LY

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 has been established for over 20 years but re-registered in 2002 following a move to their own premises, a mobile classroom unit, situated in the grounds of Caistor Primary School. The pre-school provides full-day care for the local town and the surrounding villages.

There are currently 21 children from two and a half to under five years on roll, of whom nine are funded three-year-olds and ten are funded four-year-olds. Children attend a variety of sessions. The playgroup currently has no children who speak English as an additional language and there are no children who have special educational needs.

The pre-school opens, during school term times, between 09:00 and 15:15 on Monday, Tuesday, Wednesday, Thursday and between 09:00 and 11:45 on Friday.

Six staff work with the children on both a full and part time basis. Half of the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting has involvement with the Early Years development and Childcare Partnership (EYDCP) and is affiliated to the Pre-School Learning Alliance.

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

How effective is the nursery education?

Rainbow Pre-school provides a happy and welcoming environment where children make generally good progress towards the early learning goals. In some areas, such as personal, social and emotional development and knowledge and understanding of the world, progress is very good. This is a result of the skilful methods staff use to engage children's interest and to foster their independence and self-esteem.

The quality of teaching is generally good. Staff have a sound knowledge of the foundation stage curriculum and provide an interesting range of activities to help children learn. Staff promote children's learning well through careful questioning during activities. Planning and assessment systems generally provide a suitable framework to help children make progress. These systems, however, are not consistently used effectively to ensure that activities will be sufficiently adapted or extended to fully support differing abilities, nor that they build on children's previous learning experiences.

Children are developing good concentration skills and are able to persevere with more challenging tasks, although they have more limited independent opportunities to access the full range of creative resources, use their imagination freely and meet challenges in art and design. Children respond well to staff, their behaviour is good and this has a positive impact on relationships.

The leadership and management of the school is generally good. Effective leadership ensures that good early years practice is shared and staff are committed to improving standards through training. Staff regularly evaluate the provision, however, further review and refinement of the monitoring and evaluation systems will enhance planning.

The partnership with parents is very good. Key workers talk to and share information with parents about their child's progress. Parents receive good quality written information about the educational programme.

What is being done well?

- Staff work well as a team to provide an interesting range of activities and by good use of language extend children's thinking. The planning of the educational programme promotes children's learning in all six areas of learning. Continual improvement is maintained through regular reviews of the provision and a commitment to staff training and development.
- Children's personal, social and emotional development is very good and a strength of the pre-school. Children are happy, motivated and able to work on their own. Children are good communicators - they negotiate and use talk to organise their play with others. Children form effective relationships with each other and the staff. Good standards of behaviour are maintained.

- Children access and use a good range of opportunity to explore and find out about the local environment. They can confidently communicate details of past and present events in their lives, those of their families and other people they know. Good use is made of technological resources to support children's learning.
- Staff have a clear understanding of the importance of partnership with parents and this has a positive impact on children's development and learning. Parents receive good quality written information about the pre-school and the curriculum which is reinforced verbally on a regular basis. Parents are actively encouraged to be involved in their children's learning.

What needs to be improved?

- the planning to identify how activities can be sufficiently/consistently differentiated to ensure that children of all abilities are able to gain the most from the activity and the learning materials.
- the monitoring and evaluation systems so that evaluative assessments inform future planning and thus ensure that children's learning opportunities are broad and balanced over time and are differentiated so that they build on their previous knowledge and understanding.
- the opportunities for children to independently access the full range of creative resources and tools, use their imagination freely to express their ideas and meet challenges in art and design.

What has improved since the last inspection?

At the last inspection, the playgroup agreed to consider developing the programme for mathematics, behaviour management for three-year-olds, aspects of the planning and assessment systems and the provision of opportunities for children to use their senses for a purpose, learn about sound patterns and rhythm and to differentiate between the natural and manufactured world.

The pre-school has made very good progress since the last inspection. Staff have received training which has ensured that all staff apply the behaviour policy consistently and this has enabled them to provide a more structured support for three-year-olds who do not behave appropriately. The programme for mathematics is now satisfactory and supports children's progress towards the early learning goals. Children are given opportunities to use their senses and develop their auditory discrimination through exploration of the natural and man-made environment. Staff have updated their planning and assessment systems against the early learning goals, however, they are currently reviewing them again in order to ensure that they support continuity in teaching and progression of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work well independently and in groups. They are enthusiastic and well motivated. Children are confident, expressing their needs and taking the initiative in a variety of situations. Children are developing an awareness of self and others of different cultures and beliefs. They develop good relationships both with adults and their peers. Behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversation and listen carefully during story time. They read and select their name cards and are developing awareness that print carries meaning. Children are able to write or trace their names independently and are developing good pencil control. However, there are limited opportunities for children to practise writing for different purposes during activities and role play. They are developing an interest in books and enjoy using a designated reading area.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count in sequence to ten. Children use language well to compare shape, position and size. Children use number names and mathematical vocabulary spontaneously and are developing their understanding of addition and subtraction during everyday situations such as role play, singing and snack time. However, opportunities are sometimes missed for more able children to use their developing mathematical ideas and methods to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and living things and have the opportunity to explore the environment and use their senses to describe materials. Children are developing their understanding of the uses of technology and use the computer well to support their learning. Children can re-call and talk about past and present events in their own lives. Through topic work and visitors to the group children are gaining an awareness of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children regularly engage in outdoor activities to develop whole body movements, however these activities lack sufficient variety and differentiation to ensure children of all abilities are consistently/appropriately challenged on a daily basis. They have fewer opportunities to develop their skills indoors. They access a good range of tools and equipment to practice their small hand skills and learn about the importance of hygiene and being healthy through topic work and daily routines.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond well to the imaginative role play opportunities offered which are linked to themes. Children explore colour, shape and texture during planned creative activities but have more limited opportunities to independently select tools and resources and to express their ideas freely and imaginatively when designing and making. Children enjoy playing musical instruments and are able to express themselves creatively through a variety of musical activities including movement.

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

- ensure that the planning identifies how activities can be sufficiently and consistently differentiated to ensure that children of all abilities are able to gain the most from the activity and the learning materials.
- develop the monitoring and evaluation systems so that evaluative assessments inform future planning and thus ensure that children's learning opportunities are broad and balanced over time and are differentiated so that they build on their previous knowledge and understanding.
- improve the opportunities for children to independently access the full range of creative resources and tools, use their imagination freely to express their ideas and meet challenges in art and design.

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.