



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133689

DfES Number: 515097

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Rainbow Pre-School
Setting Address High Street
Wallingford
Oxfordshire
OX10 0BX

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Management Committee of Rainbow Pre-School
Address 7 Fraser Gardens
Wallingford
Oxfordshire
OX10 9BL

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 30 years ago. It operates from two rooms in a war-time, pre-fabricated, single storey building within the town park of Wallingford. The pre-school serves the local area and children attend for a variety of sessions.

The group opens five days a week during school term times. Sessions times are 9:00 to 11:45 and 12:45 - 15:00. There is also a lunch club with opening times of 11:45 - 12:45 providing the opportunity for the children to stay all day. There are currently 56 children on roll, of whom 14 are funded 3 year olds and 15 are funded 4 year olds. The setting supports children with special needs and English as a second language.

Five full time members of staff work with the children, of whom 4 hold suitable childcare qualifications. All staff hold first aid certificates.

The group receives support/advice from the local Early Years mentor

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

How effective is the nursery education?

Rainbow Pre-School offers a very good quality nursery education where children are making very good progress towards the early learning goals. All areas of learning are very good.

Teaching is very good. It is effective and stimulating with regard to the children's learning. Staff have a very good knowledge of the early learning goals and implement this well. Activities are well planned, resourced and varied. Staff extend children's skills and challenge and develop older and more able children. They promote and develop the children's play during planned activities. Children have opportunities to access books and mark make. However opportunities to link sounds and letters are limited. The children's behaviour is very good due to the high expectations and sensitive support of staff.

The assessment system is being used effectively and influences planning. This is regularly updated and completed by the key worker. Support for children with special needs is very good and effective and they are included and able to access all activities, moving their learning forward.

Leadership and management are very good. The deployment of staff ensures the children receive good support, continually developing their skills. Planning and preparation is very good. Staff are clear about their roles and aims to extend the learning opportunities for the children. Evaluation of planned activities is effective and aids future planning. Staff are receptive to new ideas and challenges, which the children respond to positively. The management is able to identify the group's strengths and weaknesses, which contributes to the continuing progress of the children's development.

Partnership with parents is very good and contributes to the children's learning. Staff welcome parents into the setting and establish good relations with them, share their observations about their child and discuss their child's progress. There is frequent written correspondence.

What is being done well?

- Children have an awareness of the boundaries set and behavioural expectations from staff. They take turns, negotiate and share very well. Children are confident to try new activities and to develop their skills. They are showing increasing independence, especially with using the toilet, selecting activities and clearing up spills.
- Staff's clear understanding of the early learning goals leads to well planned activities which engage and sustain the children's interests and efforts. The extensive resources are well used and the staff ask effective questions to help develop the children's individual skills in all areas of learning.

- The children have opportunities to develop their skills to jump, climb, hop and walk backwards regularly, especially during the obstacle course. The children use mark making implements, construction sets and malleable materials with increasing control. They understand that equipment and tools need to be used safely.
- The children show an interest in counting and numbers. Simple addition and subtraction is introduced through singing rhymes and reinforced with actions and good resources. They can recognise and name simple shapes.
- Children listen with enjoyment and respond to stories. They show an interest in books and know how to handle them. The children take pleasure in sharing their book with peers and staff before snack time. They are confident to share their news, listen well and have consideration for the speaker.

What needs to be improved?

- There is no significant weakness to report but consideration should be given to improve the following
- more opportunities to develop linking sounds and letters.

What has improved since the last inspection?

Improvement since the last inspection has been very good. All areas have been sufficiently developed. The group provides the children with the opportunities to frequently access the woodwork bench and to explore and investigate made objects, such as the computer and tape recorders. The children's curiosity skills are developed well.

The staff plan activities thoroughly, ensuring there is a clear aim and learning objective for the children. These correspond to the early learning goals and the children's individual skills are considered within the long and short term plans. The children's overall development benefits from the clear aims and evaluations of the planned activities.

The children's own work is valued and displayed attractively and they have the opportunity to use their imagination in all areas of creativity. All staff have attended suitable training in music and movement and the children benefit from these new skills.

The children have regular access to all the equipment and have the opportunity to self select during the session, developing their independence skills. They have the opportunity to read some of the dual language books, especially before snack time.

The staff have developed the special needs policy and it includes up to date information. The setting supports children with special needs and they benefit from sensitive support from the staff who continually provide suitable activities to develop their skills and meeting individual needs

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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The children have positive attitudes to learning. They are confident, competent and can express themselves well. Relationships are very good and children show consideration and support for others. Children respond to the high expectations of staff for acceptable behaviour. They share, negotiate and take turns well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers and listen well to each other and the staff, showing awareness of the listener. Their contributions to circle time are encouraged and valued. Most children recognise their name and some are beginning to write it with confidence. Children listen with enjoyment and respond to stories. They show an interest in books and know how to handle them, especially before snacktime.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have access to a large variety of resources to promote and develop their mathematical skills. The planning clearly demonstrates methods used to extend the learning of all of the children. The children are able to recognise and name simple shapes. Older and more able children are challenged effectively to continue progression. Good opportunities are created for the children to problem solve within everyday play situations and to use a wide range of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have the confidence to share past and present events in their lives, and are supported by staff who extend this further. They have the opportunity to use and access everyday technology through IT equipment and cassette recorders. The children have opportunities to explore using all their senses, especially with the ice hand moulds. Children show an interest in their surroundings, notice changes in the weather and ask questions about their observations.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and imaginatively, showing an awareness of space for themselves and others in their physical play. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations for example during the obstacle race. They enjoy action rhymes and participate enthusiastically. Children handle tools, materials and objects safely and with increasing control. Staff plan a wide range of opportunities for children to practice their skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children participate in songs and rhymes eagerly. They enjoy the opportunity of free expression in role play developing their imaginative skills. There are many occasions for the children to access a wide range of art and craft activities developing their creative skills, especially sticking, painting and still life drawing. Their work is valued and displayed attractively. The children enjoy music and opportunities to explore sound.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There is no significant weakness to report but consideration should be given to improve the following
- increase more opportunities to develop linking sounds and letters.

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.