



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 301041

DfES Number: 520154

INSPECTION DETAILS

Inspection Date 26/01/2004
Inspector Name Jane Pamela Berry

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rainbow Kabin Pre-School
Setting Address The Kabin
 Garforth Street, Chadderton
 OLDHAM
 Greater Manchester
 OL9 6NN

REGISTERED PROVIDER DETAILS

Name Mrs Christine Spencer

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

Rainbow Kabin has been registered since 1982. The premises is a purpose built, single story building situated to the rear of Chadderton Congregational Church, Garforth Street, Chadderton, Oldham.

The supervisor holds an appropriate Early Years qualification. Other staff have relevant experience and some are also qualified.

Children have access to a fully enclosed outdoor play area, with a grassed area and hard and soft safety flooring.

The group operates from 9:15 to 11:30 and 12:45 to 15:00, term time only. Overnight care is not provided as part of this registration. The pre-school is registered for sixteen children aged two to five years. There are 28 children on the register.

The pre-school have links with Oldham Early Years and have input from the advisory teacher.

How good is the Day Care?

Rainbow Kabin provides good quality care for children.

The pre-school is well managed and effective systems are in place. Staff show a commitment to improvement by attending relevant training opportunities. Staff know the children well. They are patient and caring towards the children.

They ensure play opportunities are enjoyable and allow children to select activities from a varied range of resources. Children benefit from a range of play activities which are appropriate for their stage of development.

The playroom is organised in different areas of learning. The imaginative area, the small world and the construction areas are very popular with the children. The creative area and the book area have been identified for further development.

Staff use positive methods to manage children's behaviour and children are responding well. The nursery is well maintained, safe and clean. Staff are aware of safe practices. They supervise children well and follow clear guidelines for children's welfare. The outdoor area has a low perimeter fence that presents a risk to children. This is minimised by close supervision.

Partnership with parents is satisfactory. Parents and children are invited to open days in May prior to children's admission in September. Only a limited number of parents accompany their children as they are introduced to the setting. This is an area identified for development. Parents have access to a notice board and policies are displayed at the entrance to the building. Parents do not currently participate in the pre-school. There are meetings set up with parents informing them of their child's progress. Parents contribution to assessments are very limited.

The staff have experience with children with additional needs and are developing joint working with parents and other agencies.

What has improved since the last inspection?

At the last inspection the provider was asked to ensure radiator temperatures do not present any risks to children and to improve policies for the emergency evacuation of the premises, safety on outings, sickness and behaviour management. All of have been satisfactorily completed ensuring a safer environment for the children and informing parents of the practices adopted at the pre-school.

What is being done well?

- Staff support children well and raise children's self esteem.
- Children behave well and most are successful and achieve their goals.
- A good range of play activities appropriate to children's stages of development are provided.
- The premises are clean, safe and well maintained.
- There are good policies and procedures in place.
- Children are safe and well cared for.
- The children are provided with healthy snacks.

What needs to be improved?

- partnership with parents
- children's admission
- perimeter fence
- parental consent to obtain medical attention in an emergency.

Outcome of the inspection

Good

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
3	Encourage parents to accompany children as they are gradually introduced into the setting.
4	Ensure the perimeter fence is secure enough to prevent children climbing over and falling over the other side, or ensure children are unable to gain access to this area.
12	Increase parental involvement and encourage parents to contribute to assessments on their children.
14	Obtain parental consent for medical treatment being obtained in an emergency.

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

How effective is the nursery education?

Rainbow Kabin pre-school offers good quality education. Children are making very good progress in knowledge and understanding of the world, physical development and in mathematics. They are making generally good progress in personal and social development, communication language and literacy and in creative development, due to minor weaknesses in these areas. Resources available to support children's language and literacy are good, however these are not utilised to full effect. Children's experiences in knowledge and understanding of the world, physical development and mathematics are well delivered and are developmentally appropriate, for example children enjoy counting the snowmen skittles as they knock them over. Resources are organised to allow children independent access to a variety of materials, however children usually follow adult led activities. Staff need to develop strategies that encourage children to use books and the creative area more effectively. Most children are confident in the setting and have established effective relationships with adults and their peers. Some children have been identified as having specific difficulties and these children are appropriately supported in the setting. Staff lack confidence in the early identification of special needs and require guidance from specialist agencies. Parental involvement is limited, although parents are informed of children's progress periodically. Children behave well and do what is expected of them. They care for others and respect differences. Good behaviour is valued and encouraged by staff. Children engage in activities and are able to concentrate for lengthy periods of time on tasks.

What is being done well?

- Children are making friendships.
- Curriculum planning and assessment is good.
- All areas of children's learning are provided for in the daily routine.
- Activities are interesting and age appropriate.
- Children are learning about the world we live in.
- Equality is promoted through discussion, activities and books.
- Most children behave well and do what is expected of them.
- Good behaviour is valued and encouraged by staff.
- Children engage in structured activities and are able to concentrate for lengthy periods of time.
- Parents are informed of children's progress periodically at meetings.
- Provision is made for children with identified special needs.
- There is a strong commitment to further improvement through training and

development opportunities.

What needs to be improved?

- The book area.
- The creative area.
- Children's access to mark making and open ended activities that encourage children to express themselves freely.
- Parental contributions to developmental assessments on children.
- The early identification of children who have additional needs and may require specialist help.

What has improved since the last inspection?

At the last inspection minor weaknesses were identified in language and literacy. Staff were also asked to provide more encouragement for the children to use their own symbols and letters. For example, by having writing materials more easily accessible and encouraging children to use writing in their play. This has been partly achieved as children are using rhymes confidently and are using opportunities to make marks. However opportunities for mark making are still limited.

Staff were asked to provide more information about the Early Learning Goals, how children learn through play and to share assessments more effectively with parents. Also to encourage them to contribute their own observations on their children's learning at home. This has been partly achieved in that parents are given written information on the Early Learning goals, however parents are not asked to contribute to assessments at the present time.

Staff were asked to extend opportunities for children to solve simple problems and provide more examples of numerals in the environment to help them learn to recognise and order numbers. This has been successfully achieved.

Staff were asked to provide more regular opportunities for the children to use a wider range of malleable materials, which has also been achieved. Opportunities for children to select materials and equipment for working in three dimensions and for developing skills in joining, building and modelling could be further enhanced through the development of the creative area.

Overall the setting has made satisfactory progress on the key issues identified at the last inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have established good relationships with adults and their peers. They are confident and enjoy the activities at the pre-school. There are some minor improvements identified to enable children to exercise choice and promote children's self esteem. Children are becoming increasingly independent, aware of their own identity and the needs of others. Children are very caring and help others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's access to mark making and free drawing materials at the present time is limited. This is an area identified for development. Children enjoy stories and rhymes and most are confident speakers and listeners. A telephone and a note pad is available in the home area which develops children's language and writing for a purpose. Children are learning the sounds of letters, and how to recognise and write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with numeracy. They count objects using everyday experiences. Children count the snowmen skittles, made out of plastic bottles. Teaching is very effective in this area of learning. Staff introduce children to mathematical concepts and use mathematical language. Children use number lines to recognise number, and to count onwards and backwards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Activities for teaching children about the environment are good. Opportunities for children to learn about living creatures and the world we live in are well planned. Children have opportunities to build, construct and experiment with a variety of materials, however this could be extended. Children also have access to a variety of programmable equipment, including a tape recorder and calculators.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around negotiating space and objects with dexterity, confidence and control. They use a range of physical play equipment. Children handle tools effectively as they roll and cut out shapes from play dough. Children sing action rhymes confidently pointing to parts of their body in time to the music and act out scenario's using their whole bodies.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate in structured activities and enjoy 'hands on experiences' using a range of mediums. Children enjoy painting and produce some good results. A greater emphasis on children's free creativity and imagination is required in order to develop this further. Children have made 'snowstorms' with bottles filled with water and glitter and they have drawn a snowman on the front.

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

- Develop the book area and encourage children to use books in other areas to support their learning.
- Develop the creative area to encourage children's independent access.
- Provide more opportunities for mark making and for children to express themselves freely.
- Increase staff's knowledge and understanding of the early identification of special needs and implementing the code of practice.

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.