



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY248147

DfES Number:

### INSPECTION DETAILS

Inspection Date 30/10/2003  
Inspector Name Rachael Mankiewicz

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Rainbow Preschool  
Setting Address Hollycroft Church and Family Centre  
Deveron Way  
Hinckley  
Leicestershire  
LE10 0XD

### REGISTERED PROVIDER DETAILS

Name Hollycroft Church 519271

### ORGANISATION DETAILS

Name Hollycroft Church  
Address Deveron Way  
Hinckley  
Leicestershire  
LE10 0XD

## 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

The Board of Trustees of Hollycroft Church and Family Centre is registered to provide sessional day care at Rainbow Pre-school. The project runs in partnership and with the support of Spurgeons Child Care, which is an international Christian Child Care charity. The Nominated Representative appointed on behalf of the trustees is employed by the Charity.

There are currently 52 children on roll, from two years to under five years. There are 23 three-year-old children and six four-year-old children who are receiving Nursery Education Grant funding.

The playgroup operates in the Hollycroft Church premises during term time, on Monday, Tuesday, Thursday and Friday mornings from 09:15 until 11:45 and on Wednesday afternoons from 12:15 until 14:45. It is located on the Hollycroft housing estate, on the outskirts of Hinckley, and is attended by children from the local community and the surrounding areas. The provision is able to support children with special needs and those who are learning English as their second language.

Six members of staff work with the children. Two of the staff have level 3 qualifications in early years care, and three others are working towards relevant qualifications. The setting receives support from a teacher/mentor from the Leicestershire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Rainbow Pre-school provides satisfactory care for children. The setting offers a warm and welcoming child care experience on premises that are safe and well-maintained. The management and staff have a good awareness of health and safety issues. They encourage children to keep themselves safe and to learn good hygiene practices. The space is adequate for the number of children although the space available for large apparatus and more physical play is limited.

The pre-school provides a good range of toys, resources and activities for children of

differing ages and stages of development. All activities are made available for all children, as their individual requirements are met and well supported by the knowledgeable staff. The behaviour management policy is effectively implemented, and children react positively to the praise and encouragement given by the staff. Staff and children interact well, and children feel happy and secure at the pre-school.

Staff have good relationships with parents. Record keeping is generally of a good standard. Although, some policies and procedures have yet to be reviewed. Some information about their children's progress is shared with parents at the end of the session.

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

Not applicable.

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

- The management and staff have a good awareness of safety issues and ensure that children are safe and secure. Risk assessments have been done as part of the Church management function. Effective systems are in place to protect children from uncleared persons.
- All activities are made available to all children with some adaptations if necessary. Staff are able to give support to children with special needs and are working well with other agencies for the benefit of the children. Resources and activities which reflect different cultures are being developed.
- The children benefit from the positive behaviour management strategies which are implemented by the staff, including encouragement and praise. The staff show pleasure in the good behaviour of the children.

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

- record keeping, with regards to the time of arrival and the departure of children, staff and visitors
- the organisation of play space to further develop the scope for free movement, including separate areas for different activities, particularly with regard to the use of large apparatus
- the equal opportunities policy, to ensure it is consistent with current legislation and guidance, and that it is understood and implemented by all staff, and shared with parents
- the system for the regular exchange of information between parents and staff members.

#### **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 time of arrival and departure of children, staff and visitors is recorded.
4	Develop further, the use of the play space to ensure that there is sufficient scope for free movement and separate areas for different activities, particularly with regard to the use of large apparatus and whole group activities.
9	Devise an equal opportunities policy that is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff and shared with parents.

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

### How effective is the nursery education?

At the Rainbow Pre-school, the children are making generally good progress towards the early learning goals. The children are making very good progress in personal, social and emotional development, which can be seen through the confidence and feelings of security shown by the children.

The quality of teaching is generally good. Staff are building on their knowledge of the foundation stage. They offer a full range of activities and resources to help children learn through play. The systems of observation and assessment are not used effectively to inform planning or provide a suitable framework to help all children make progress. As a result there is insufficient challenge for the more able children.

The staff interact well with the children and act as good role models. Their positive methods of behaviour management ensure that children behave well. There is a key worker system in place, with a member of staff responsible for a small group of children. This helps to ensure that good support systems are in place, including support for children with special educational needs and English as an additional language. Some staff have experience and knowledge in this field.

The leadership and management of the group is generally good. The strong management base has systems in place for induction and appraisal, and encourages staff to undertake training. The management and staff show a commitment to the improvement and care of children. They review practices, and have sought advice from the advisors from the Early Years Development and Childcare Partnership.

The partnership with parents is generally good. Formal information is passed on in termly progress reports, and parents are encouraged to spend time in the pre-school. The keyworkers do not always have contact with parents at the end of sessions to share information as planned.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, enthusiastic and interested. They use initiative and are able to work on their own and in groups. Behaviour is good.
- Development in the areas of communication, language, and literacy is very good, with staff placing emphasis on developing the children's speech and listening skills. Children are encouraged to talk about their ideas, thoughts and experiences.
- Staff are knowledgeable and provide support as needed for children with special needs.

**What needs to be improved?**

- staff's use of assessment to inform planning and ensure an appropriate level of challenge is set during activities to enable children to continue to make progress
- children's consolidation of numbers and mathematical concepts through everyday routines and chosen activities
- children's opportunities to engage in physical play which assist their progress in the development of large muscle skills
- parents opportunities to share children's achievements and progress with staff.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children show confidence and independence as they move between self-chosen activities. Most children show perseverance. They are aware of routines and rules, and they behave well. The interaction between children and adults is very good. Children show care and concern for others. They develop an awareness of other cultures through interest in festivals and the community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children communicate confidently and take turns in conversations. They listen to each other and staff, respond to instructions, and convey what they are doing and how they feel. They are beginning to understand that written words convey messages. Most of the children recognise the initial letters and sounds in their names. They make marks freely in lists, with older children attempting their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children count up to 10 well and practise their skills in action rhymes. They compare different numbers of objects, and attempt simple subtraction as they talk about more and less and play mathematical games. However, these are not always practised in routine activities. They are beginning to develop their knowledge of different shapes by comparing objects such as squares and triangles. They are beginning to understand about patterns and sequences using pegs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children have an awareness of the natural world and of the changing seasons. They talk about and show interest in how things grow and change. They explore different materials used for crafts and construction. Their awareness of their own families, their cultures, and the beliefs of others is developing. Although, there are few opportunities for children to investigate features of their local community. They talk about past events. Many of the children use a computer and other machines.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children handle a range of materials, tools and small equipment, and their manipulative skills are good. The children confidently move around the room, showing awareness of the other children. The children develop their larger muscles through some indoor play, although their opportunities are limited. Older children show an awareness of their own physical needs, through good hygiene practice and topics on their bodies.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
The children enjoy taking part in role-play. They work imaginatively with small-world resources. Children experience a range of sensory experiences throughout free play activities. They sometimes explore sound with singing and instruments. Children enjoy creative activities using different craft materials, although they are not always able to choose and access them freely.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **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 use of assessment to inform planning and ensure that more able children are sufficiently challenged to build on what they know and make progress, particularly in the area of mathematics
- provide greater opportunities for physical play to ensure that children are able to develop their large muscle skills
- provide further opportunities for staff and parents to share children's achievements and progress to ensure information is shared consistently.

*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.*