



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY254847

DfES Number: 520650

INSPECTION DETAILS

Inspection Date	22/11/2004
Inspector Name	Susan Marriott

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rainbow Pre School Playgroup
Setting Address	Priory Methodist Church 63 Newnham Avenue Bedford Bedfordshire MK41 9QJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Rainbow Pre School Playgroup 1036883
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ORGANISATION DETAILS

Name	Rainbow Pre School Playgroup
Address	Priory Methodist Church 63 Newnham Avenue Bedford Bedfordshire MK41 9QJ

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 Pre-School relocated from St Andrew's Parish Church in 2003 and now operates from the church hall of the Priory Methodist Church, Newnham Avenue, Bedford. The children have use of one large playroom and nearby toilets and an enclosed outdoor area. The group is run by a committee of elected parents. The pre-school serves the local community. The group is a member of the Pre-School Learning Alliance.

There are currently 26 children aged two to five years on roll, of whom 13 are funded three year olds. The group provides appropriately for children who have English as an additional language and for those with special educational needs. It is open for five mornings a week, between the hours of 09:30 until 12:00 during school term time only.

Six members of staff work with the children and most hold Early Years qualifications. Three staff work at each session and additional support is provided for children with special needs.

How good is the Day Care?

Rainbow Pre-School provides a satisfactory quality of care for children. The staff team work well together to present children with a well prepared environment although the organisation and use of time in the latter half of the session deteriorates. The policies and procedures require some amendment in order to underpin the smooth running of the pre-school. Children feel secure in the warm and friendly atmosphere and make some choices about their learning. However, there are more limited opportunities to develop independence in learning and self care skills.

The staff have a proactive approach to health and safety, conducting risk assessments to identify potential hazards and taking action to ensure a safe environment. The staff have clear procedures to promote the good health of children, although drinking water is not always accessible and snack time is not

presently used to best effect. Equal opportunity is supported for all children, including those with special needs. Children's particular needs are met well, with patience, understanding and kindness by staff.

The pre-school staff offer an appropriate range of indoor and outdoor activities which meet children's needs. The staff interact well with the children and develop good relationships with them. The children behave well and respond positively to the generally consistent boundaries set by the staff.

The staff have built positive and trusting relationships with the parents, many of whom speak highly of the group and share their time and expertise through service on the committee and the parent help rota. They share information informally on delivery and collection of their child. The partnership between parents and staff supports the needs of the children effectively.

What has improved since the last inspection?

This is the first inspection since registration.

What is being done well?

- The friendly staff clearly enjoy their work with the children and relationships are good at all levels.
- The committee give good support to the staff and the appointment of a dedicated administrator enables the staff to spend their time with the children.
- Staff make very good efforts to overcome the difficulties faced as a 'set out and pack away' group. They provide sand and water activities at every session and present activities attractively.

What needs to be improved?

- the organisation of the session
- the accessibility of the resources for children
- the organisation of snack time
- the personalisation of the policies to reflect the actual practice of the group

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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	Review the organisation of the session to meet the needs of the children.
5	Make resources accessible in order to increase the opportunities for children to develop their self care skills and independence.
8	Improve the organisation of snack time to become an integrated learning experience for children.
14	Review policies to ensure that they accurately reflect the practice of the group.

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 Rainbow Pre-School is acceptable and of good quality overall. The children are making generally good progress towards the early learning goals in all areas of learning except mathematical and creative development, where there are some weaknesses to be addressed.

Teaching is generally good and children behave very well. Staff provide a well prepared and purposeful learning environment. Most staff draw the learning from children's play. However, the second half of the session lacks pace and the quality of learning deteriorates. The key strengths in many areas of learning are due to good quality interaction of staff when listening to and talking with the children. The staff continue to develop their knowledge and understanding of the Foundation Stage and planning. Plans lack focus because they do not fully correlate with the QCA guidance and this leads to limited challenge for the older and more able children. Staff have experimented with various systems for assessing children's learning but have become confused and frustrated. Individual record folders do not yet effectively track children's progress against the stepping stones and do not inform the next steps in children's learning. It is not clear how the educational programme builds on earlier learning and promotes developing skill.

Leadership and management are generally good. The playleader places the best interests of children at the centre of the provision but there is some confusion about role and responsibility when the needs of the child and parent conflict.

The partnership with parents and carers is generally good. An information packed entrance hall ensures that parents are well informed about general matters but there is some information about the educational provision. Parents can talk to staff informally on a daily basis and can liaise with their child's keyworker.

What is being done well?

- The caring, friendly and mature staff team share a wealth of experience in working with young children. This enables them to build positive relationships with children who develop self esteem and confidence. During the inspection, individual children were happy to speak to their friends in circle time and good emphasis is given to counting within the daily routine.
- The staff use labels effectively to promote early reading awareness and make good efforts to provide physical activities at every session.
- Children enjoy an interesting programme of activities to promote investigation and exploration For example, children were observed making 'hibernation boxes' to house a variety of 'home made' hibernating animals such as hedgehogs and squirrels.

What needs to be improved?
<ul style="list-style-type: none">● staff's knowledge and understanding of the using the QCA guidance to implement the Foundation Stage and the early learning goals.● planning systems to support increased focus upon the stepping stones, especially in the programmes for mathematical and creative development● the recording , reporting and assessment systems to track children's progress against the stepping stones and to plan next steps in learning

What has improved since the last inspection?
This is the first inspection since registration.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make independent choices about their participation in activities but oversights in general organisation limit developing self care skills. Children confidently express their needs and ideas and relationships are very good. They become interested and involved in their play, which underpins their learning in many areas. Children concentrate well on both self chosen activities and in group sessions. Children's behaviour is very good. Children develop a limited sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Many children are keen communicators and engage easily in conversations with each other and adults. Children make marks and practice writing for a variety of purposes and develop language for thinking. They learn to recognise their names through the daily routines. Staff ensure that children learn to sit quietly for stories and provide suitable variety in role play. Good use of labels help children to link sounds with letters but the book corner is not always used well.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children develop their counting skills through the daily routines as they line up to visit the toilets and count the number of children present, but less emphasis is given to pattern work and numbers as labels. Comparisons of the total of boys and girls are used effectively to introduce early calculation skills, identifying more than and less than. An over reliance upon incidental rather than planned learning through the stepping stones leads to some aspects receiving little emphasis.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children learn about the natural world and features of their environment through an interesting range of planned practical exploratory activities. The children build and construct confidently using a wide range of objects, materials and tools. They enjoy talking with staff about past and present events in their own lives and those of others using small world play. There are regular opportunities to use technological toys but few planned opportunities to learn about other cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children have daily indoor and outdoor activities supported by good quality staff interaction. Opportunities for movement, climbing and balancing are provided. Children develop an awareness of space and enjoy using a wide range of resources, tools and equipment. Although not always included in the planning, staff encourage children to notice change in bodies after activity and promote health education. However, plans do not always effectively support the progression of skills..	

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children experience planned activities in two and three dimensions, using a wide variety of materials, paints and collage, but often work to produce a pre-determined end product. There is suitable provision for role play but staff deployment does not always support this aspect of learning. Children sing but less priority is given to musical activities involving instruments. Children's imagination is developed through regular sensory activities, movement, dance and music.	

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

- Further develop staff's knowledge and understanding of the early learning goals and continue to develop their ability to extend children's learning.
- Continue to develop the planning of the educational programme to show the intended learning outcomes and how more able children will be challenged.
- Continue to improve the system for assessment of children to track children's progress against the stepping stones and use this information to plan the next steps in children's learning.

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.