



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 512687

DfES Number: 517687

### INSPECTION DETAILS

Inspection Date	28/06/2004
Inspector Name	Stephanie Joy Bennett

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rainbow St Peters Pre School
Setting Address	Hough Lane Leeds West Yorkshire LS13 3NE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Rainbow St Peter's Pre School
------	--

### ORGANISATION DETAILS

Name	Rainbow St Peter's Pre School
Address	Hough Lane Leeds West Yorkshire LS13 3NE

## 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 St. Peters Pre-school has been open for a number of years, and is a committee run organisation. The group is located at St Peters Primary School, in Bramley, Leeds 13. The provision serves the local area.

The group is set within a recently refurbished and adapted classroom, for pre-school use. It has one large room, an office, and it's own toilet/wash area. The group also have use of the school's main hall. There is a fully enclosed outdoor play area for outside activities.

The group opens five days a week during school term times. Sessions are from 09:00 to 13:00 hours

They are registered for 25 children, and presently have 32 children on roll, of which three and four year olds are in receipt of nursery education funding. The setting currently supports children with special needs.

Four staff work with the children, all have relevant early years qualifications to level 2 or 3. The setting receives support from the Local Authority.

### How good is the Day Care?

Rainbow St Peter's Pre school provides satisfactory care for children overall.

The environment is very welcoming and attractive for children and parents. Staff are well deployed and plan appropriate daily routines which meets children's needs, and helps them feel settled. Space indoors is organised in an appropriate manner to encourage children to freely access a range of resources and activities. The outdoor area is newly developed, and provides good opportunities for children to develop their physical skills, but is not yet used to it's full potential, to help children progress in other areas of development.

Procedures to keep children safe and secure are effective. Records relating to children's health and safety are well maintained and shared with parents. General

hygiene procedures are satisfactory, but staff don't always make full use of daily practical routines, to encourage children's awareness of keeping their bodies healthy, and developing good hygiene skills.

Most activities for children are well planned and provided. They are able to explore and investigate their environment and play imaginatively. Equal opportunities is emphasised effectively through play. The resources available give children a positive awareness of other cultures and our diverse society.

Staff interaction with children is appropriate and supports children's needs in their play and learning. However, they do not always provide further challenges to extend older children's learning.

Children are mostly well behaved. Staff implement positive boundaries and expectations, but these are not consistently reinforced, so children lack some understanding of the agreed behaviour codes.

Partnership with parents is very good. Parents receive comprehensive information about the setting and their child's progress. They are encouraged to be involved in their learning at home, and can contribute things of interest to planned activities.

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

At the last inspection, the group were asked to provide resources and activities which promote equal opportunities. Good improvements are made, with a very good range of dolls, dressing up clothes, books, jigsaws and small world figures actively used by children. As a result, children develop a good awareness of their community and our diverse society.

They were also asked to establish a named person to be responsible for child protection. This is the leader, and good procedures are in place to make sure that children are protected.

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

- The premises are made to be very warm, welcoming and attractive for children and parents.
- The room has recently been refurbished and adapted for pre-school use. Staff display children's work attractively, and parents have access to information and community news on the notice boards.
- Effective procedures are in place to keep children safe and secure. All records, and procedures, regarding the children's safety and health are well maintained and shared effectively with parents.
- Staff have developed a high regard for implementing equal opportunities within the setting. A comprehensive policy is shared with parents, and children's individual needs are well attended to. Resources are effectively used to promote positive images of our diverse society and differing needs, giving children a good awareness of other cultures and their local community.

- Partnership with parents is very effective. Well maintained, detailed documentation and regular verbal communication, keeps parents well informed of all aspects of the service and of their children's activities and progress.

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

- the organisation of space and resources in the outdoor area, so it is used to its full potential, giving children further opportunities to extend their learning in all areas of development
- staff interaction; to use opportunities to further extend older children's learning and thinking in both spontaneous and practical activities.
- the management of children's behaviour, so that they develop a clear understanding of agreed behaviour codes and expectations through consistent, positive reinforcement
- hygiene practice, with regard to staff developing children's awareness of hygiene and keeping their bodies healthy through daily routines.

#### **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	Organise space and develop resources outdoors so it is used effectively to extend children's learning in all areas of development.
3	Develop staff interaction so that older children's learning and independence skills are extended further.
7	Make sure that good general health and hygiene practices are effectively implemented to help children develop good personal hygiene skills, and of keeping their bodies healthy.
11	Make sure that clear realistic behaviour boundaries are consistently

	applied in a positive manner, so that children have a good understanding of agreed behaviour codes.
--	---

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

### How effective is the nursery education?

Rainbow St.Peter's Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff plan and assess children's progress effectively. They work hard to ensure that they implement the use of the stepping stones, in order to inform future planning, and assess individual children's progress. The planning of resources is generally good. The imaginative areas are very well used and resourced, but less is provided to enable older and more able children to develop skills to build, join and assemble materials. The outdoor area is used well to promote children's physical skills, but less effectively to extend their learning opportunities in other areas. Staff relate well to children and interaction helps them to progress very well in maths, but some opportunities are missed to further challenge older and more able children in both their learning, and independence skills. The management of children's behaviour is currently not effective. Staff do not consistently reinforce clear boundaries and agreed behaviour codes, to enable children to develop respect for adults and each other.

The leadership and management of the group is generally good. The leader has developed a strong team, who demonstrate a high level of commitment, towards improving the education for children. She acts on advice and has successfully implemented a programme aimed at improving methods for planning and assessment. The leader has successfully identified most of the group's strengths and weaknesses, although weaknesses in behaviour management and quality of teaching are not yet addressed.

Partnership with Parents is very good. Parents are very well informed of all aspects of the service, the curriculum and their child. They are actively encouraged to contribute to their child's learning at home.

### What is being done well?

- The teaching of maths is well planned and implemented by staff. They use many opportunities to use mathematical language in both practical and planned activities. Children are becoming confident in solving simple mathematical problems, and developing early calculation skills.
- Children's physical skills are promoted effectively through a stimulating range of both indoor and outdoor activities. They are developing very good skills for throwing and catching, and most children find many ways to balance and climb.
- Children are progressing well in creative development through well planned activities which enable them to explore a range of textures, colours and

movement. Staff plan many ways for children to be able to express themselves, and use their imagination. They access a well resourced role play area which changes regularly to link with current themes. They enjoy dancing, and move to various forms of music and songs.

- Partnership with parents is effective in ensuring that parents are given good information about the setting and the curriculum. Parents are actively encouraged to be involved in their child's learning at home, through staff making suggestions of what they can do relating to the planned topic.

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

- the management of children's behaviour, so that they develop a clear understanding of agreed behaviour codes, and make good progress in developing respect for each other
- the staff's abilities to further challenge older and more able children's independence skills, and progress towards the early learning goals, through both planned activities and daily routines
- the use of the outdoor area, to further extend children's opportunities to progress in all areas of learning
- the provision of resources which encourage children's designing and making skills to construct, join and assemble a range of materials.

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

Very good progress has been made since the last inspection. The staff have introduced effective planning of activities which enable children to question why things happen and how things work; Staff have recently taught the children about growth, including their own bodies, and how they change when they exercise. They have looked at the changing of the seasons, and how technology works in practical ways.

They were also asked to develop children's sensitivity to other cultures through the provision of resources and equipment. Children now have access to a wide range of materials, including books, dressing up clothes, and small world play. Various cultural festivals are celebrated throughout the year to encourage children to develop sensitivity to other cultures and religious events.

Very good resources and opportunities are now given for children to develop their physical skills both indoors and outdoors. They are able to climb and balance with confidence on a wide range of equipment. Most children are beginning to use large and small equipment, particularly for throwing and catching, with increasing control.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Most children are motivated and interested to learn. They listen well and enjoy planned group activities. Most are confident and interact well with adults and each other. Children behave generally well, but staff do not consistently reinforce expectations and boundaries, so children do not develop a clear understanding of agreed behaviour codes. There are less opportunities for older children to develop their independence and self-care skills, through daily planned and practical routines.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children use good language skills to explore and develop their ideas. They can describe what they are doing and why. The book area is well planned and resourced so that they have an interest in books, and enjoy listening to stories. They handle books well, and older children are able to follow print and retell favourite stories. Most recognise their names, or familiar print, and older children can write them correctly, but they make fewer attempts to write for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

All children benefit from good staff support to enable them to count to ten and beyond. Older and more able children recognise some numerals to ten and use them in daily activities. Children recognise shape, colour and size, and are developing good early calculation skills, such as saying "I need one more", in everyday conversation. They are growing in confidence in using mathematical ideas to solve practical problems. Staff provide good resources to encourage them to measure height and weight.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Planned activities help children notice that changes occur, for example changes in seasons. Most are developing a good sense of place and time. They talk freely about their families and events in their lives. Staff develop children's use of information and technology effectively through the use of listening equipment to support their learning. Children can select a range of activities to construct, but there are less tools and techniques available for them to shape, assemble and join materials.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children are developing a good sense of health and bodily awareness. They know what makes them grow and what they need to be healthy, but staff do not always reinforce this through practical daily application, such as wearing hats and cream in hot weather. Most children are confident at balancing and climbing. They handle large and small equipment well, both indoors and outdoors, some older children have excellent throwing and catching skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children use their imaginations well. Good resources mean that they can use prompts to extend their role play, and relive real and imagined experiences. Most children are developing a good concept of shape and colour, and older children can name colours confidently. Younger children particularly enjoy exploring texture through various media such as playdough. They all enjoy expressing themselves through music and movement. They enjoy singing and can sing many songs confidently.

**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 ways in which older and more able children's learning, and independence can be extended further, through both planned and practical activities.
- Ensure staff develop a consistent approach to managing children's behaviour, so they have a clearer understanding of the agreed codes of behaviour and develop respect for each other.
- Develop the use of the outdoor play area, so that children are able to progress further in all areas of learning.
- Increase the resources available which help children to build, join and assemble, and develop their own ideas.

*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.*