

# Rainbow Pre-School

Inspection report for early years provision

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**Unique reference number** EY410705  
**Inspection date** 13/12/2010  
**Inspector** Rebecca Hurst

**Setting address** Southgate Primary School, Barrington Road, CRAWLEY,  
West Sussex, RH10 6DG  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Rainbow Pre-School has been established since 1976 and moved to its present premises in 2010. It is managed by a voluntary management committee, which is made up of parents of children at the pre-school and members of the local community. It operates from a purpose built building in Southgate Primary School in Crawley, West Sussex.

All children have access to a secure outdoor play area. The setting is open Monday to Friday from 9am to 12 noon and from 12.30pm to 3.30pm during school term times, with an extended lunchtime session on one day a week.

A maximum of 34 children in the early years age range may attend the setting at any one time. There are currently 65 children on roll. The pre-school is registered on the Early Years Register. There are six permanent members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the staff at the pre-school create a safe and secure environment, where children are supported to make the most of their abilities. Staff help the children to feel comfortable while they attend the pre-school. Warm and positive relationships enable children to feel safe and secure. Staff evaluate the activities and experiences that are on offer to the children, working towards the good outcomes for children. The pre-school has a good capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further education opportunities. The staff work well together with the parents to evaluate the pre-school. They are able to highlight the preschool's strengths and the areas to improve. As a result, the pre-school is responsive to its users.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- work with parents to record the children's developmental starting points when they first arrive at the setting
- look at ways to record when the children have completed their next steps of learning
- record the details of all fire drills in a fire log of any problems encountered and how they were resolved.

## **The effectiveness of leadership and management of the early years provision**

The staff have a good understanding of child protection and how to safeguard the children in their care. All policies and procedures are in place and these are shared with the parents so they are aware of the pre-school's responsibilities in safeguarding the children. All of the pre-school's risk assessments are up to date and evaluated to ensure the children are cared for in a safe and secure environment. Children practise regular fire drills, which ensures they are aware of what to do in an emergency situation. However, there are missed opportunities to ensure these are carried out correctly as the pre-school currently does not evaluate how these went.

The children have access to a good amount of resources that promotes equality and diversity. The pre-school has a grant in place to purchase new resources, which they are using to update all of their equipment. This enhances the learning and development of the children towards the six areas of learning. Children learn about festivals and celebrations from around the world at an age-appropriate level. The staff ensure all topics are handled sensitively, and that both children and parents learn about the topics, from the display boards they have in place.

Resources are effectively arranged and organised, creating an enabling environment for children to play and learn. All of the staff are consistent in their approach to behaviour management with the children. As a result, given the children's age and stages of development they are well behaved. All staff seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences, through ongoing training.

Staff work well with the parents and outside agencies. The staff work well and share all relevant information with other settings the children attend. This ensures there is good continuity of care between them. All parents have access to a good amount of information about the pre-school as well as the care and the development of children. This ensures they are fully involved in their care. The pre-school's self-evaluation process is effective as they are able to highlight their key strengths in the pre-school as well as highlighting the areas they wish to improve upon. All parents and staff are fully involved in the process which ensures it is responsive to its users.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled in the pre-school. Children happily explore and experiment, using a good range of different materials and resources, in a safe and caring environment. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle.

The staff have completed detailed observations on all of the children in their care. All children have the next steps recorded to show what the staff are currently working on with the children. However, it is not clear from these observations when the children attained these next steps of learning and have progressed on to new ones. When children first start at the pre-school staff obtain a good amount of information which allows the staff to plan how to settle the children when they first arrive. There is evidence from the children's next steps of learning the progress they are making, however, when they first start at the pre-school the staff do not obtain their developmental starting points. Consequently, it is not clear what their developmental starting points are and the actual progress they have made from these.

Children enjoy a good amount of activities that are planned according to their learning needs. Each activity has clear learning intentions in place so the staff are fully aware of why the children are participating in the activities. All activities are enjoyed by the children, and they all enhance the children's acquisition of independence skills. If children wish to access a new activity, they talk to the staff and show them a picture they have on display of the new activity they wish to play with. This ensures that the children are able to self-select resources.

Children are cared for in a hygienically clean pre-school. They are taught the importance of hand washing. This ensures they are protected from cross-contamination and infection. Children's independence skills are enhanced further at snack time, as they pick out their name card, choose and pour their own drinks and the majority of the time cut up and prepare their own fruit. Children are developing very good skills for the future through the good use of information technology equipment, namely the pre-school's laptop and the good use of open-ended questions the staff use with the children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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