

Rainbow Pre-School Goole

Inspection report for early years provision

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314596

Inspection date

14/02/2011

Inspector

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rainbow Pre-School Goole is managed by a voluntary management committee and was registered in 1979. It operates from The Central Methodist Community Centre in the town of Goole. The pre-school serves the local community and surrounding areas. There is an enclosed outdoor play area for the children.

The pre-school opens Monday to Friday during school term time only. Sessions are from 9.15am until 12.15pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend at any one time. There are currently 24 children attending who are within the Early Years Foundation Stage. The pre-school is registered to offer care to children aged over five years and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The pre-school provides funded early education for three and four-year-olds and supports children with special educational needs and children who speak English as an additional language.

The pre-school employs four members of childcare staff and four volunteers. Of these, four hold appropriate early years qualifications at level 2 to 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide the children with a safe and inclusive environment which supports them to settle and feel secure. Staff observe the children and their achievements and plan appropriate activities to support them overall to make satisfactory progress in all areas of learning. Good partnerships are established with parents and within the community and continue to be developed with the schools. The staff and committee work well together to evaluate their practice which takes account of the local authority, children and parents comments. This provides a sound basis for the pre-school to identify areas to improve and develop.

What steps need to be taken to improve provision further?

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

- review the organisation and access to the resources by the children to promote a more sustained learning environment in all areas including outside
- develop the short-term planning process to enable staff to monitor children's interests and learning opportunities more effectively.

The effectiveness of leadership and management of the early years provision

Staff have attended recent safeguarding training to ensure their knowledge reflects current guidelines and informs their policy effectively. Staff are informed about the procedures to follow if they have a concern about a child and who to contact in relation to child protection issues. The policies and procedures and other related documentation are reviewed to support the staff and committee to promote children's welfare and safety effectively. Risk assessments are detailed and cover all areas children come into contact with both inside and outside. The recruitment and selection procedures are comprehensive to ensure all suitability checks are completed and new staff receives an induction. The staff have yearly appraisals which support their self-development through regular access to training opportunities and to extend their qualifications. The space and facilities provided for the children offer them suitable levels of independence and choices. However, the organisation of the resources and children's ongoing access to these through the session is not sufficiently extended to promote a more sustained learning environment.

The staff provide an inclusive environment for the children and their families which support their individual needs appropriately. There is a selection of positive activities and resources which reflect other cultures and children engage in different celebrations through the year. Good links are established within the community and the children access different activities and provision which enhances their learning experiences, such as, the library and sea-life aquarium. The pre-school receive support from local businesses, such as, providing the children with fruit each week and purchasing wet weather clothing for them to be outside. Contact with the local schools is developing and information is shared on each child as part of the transition process. The pre-school has developed links with other agencies as part of the support network for children attending.

Partnerships with the parents are good. The children have a key person allocated when they start and information is sought from parents about their child through the 'all about me' leaflet. This provides staff with the children's starting points which they build upon to support their progress. Information is displayed for parents and they have access to the pre-schools policies and procedures. Daily contact is well promoted by staff with the parents. Additional opportunities are offered for them to attend the session and discuss their children's learning journey files and share in their children's progress and development. Parents are very appreciative of the care and provision offered by the staff and being made welcome. The staff and the committee have taken steps to review and evaluate what is provided at the pre-school. This has been supported by the local authority and seeking comments from the children and parents. This has enabled them to meet the recommendations from the last inspection and establish plans for further improvements, such as, developing a growing area for the children outside.

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

The children are happy and settled at playgroup. The staff offers a welcoming environment to support the children and families attending. Staff have a sound understanding of the Early Years Foundation Stage and provide a suitable selection of appropriate resources and activities which cover the areas of learning. Staff observe and assess their key children which is supported with related comments and photographs of them at their activities. This enables the staff to identify the children's next steps and promote progress. There is a level of planning in place each week. However, this is not sufficiently extended to ensure all areas of learning are sufficiently promoted and for staff to monitor and plan for children's ongoing learning needs more effectively.

Children enjoy looking at books and participating in story time. There is a suitable range of writing materials and resources to enable children to make different marks with. The various displays and self-registration support the children to recognise letters, such as, in their names and different shapes and colours. Staff interact well with the children, they listen and respond appropriately to them. Children develop their vocabulary through staff encouraging them to describe what they feel and see, such as, with the foam activity. Children use a variety of games and resources to support them to match and sequence objects. Songs and number jigsaws support the children to count confidently to five and beyond. Children have access to a computer and other programmable equipment which supports their language, literacy and number skills well. Children enjoy the role play provision which supports their growing imagination and extends their skills to play cooperatively. Children have use their experiences from visits to make their displays, such as, the fish they saw at the aquarium. Children use the local area for walks and to collect different objects which represent the different seasons, such as, autumn leaves to make collages and print with. There is a suitable range of creative resources provided and children enjoy these opportunities to paint and use different materials and mediums in their play.

Visitors to the pre-school support the children in their safety awareness, such as, the fire service and police. The staff support the children to manage tasks themselves to encourage their independence and confidence effectively. Children regularly take part in the evacuation procedure. Children know the pre-school routines which enables them to develop their self-assurance well. Staff praise and encourage the children in what they do which includes sharing and waiting their turn and offer a gentle reminder for them to use their manners. Information is provided for the parents on the care of the children when ill which includes the appropriate exclusion periods. Children have daily snacks provided and these offer a good selection of different fruit and healthy options.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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