

Rainbow Pre-School

Inspection report for early years provision

Unique reference number

133689

Inspection date

17/02/2011

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 opened in the 1970's and is run by a committee made up of parents. It operates from three rooms in a single storey building with an enclosed outdoor area within the town park of Wallingford. The pre-school serves children from the local and surrounding areas and is registered on the Early Years Register and the compulsory and voluntary parts of the Child Care Register. The pre-school is registered to care for a maximum of 45 children from two to the end of the early years age range. There are currently 81 children on roll, of whom 42 are in receipt of early years education funding. A playscheme is also offered for 40 children from the age of three to nine years. This runs during all school holidays from 8.45am to 4.00pm.

The pre-school opens five days a week during school term times and is open from 8.45 am to 4.00 pm. A lunch club is held in between the sessions, providing the opportunity for the children to stay all day. Children may attend for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities and children who speak English as a second language. 11 members of staff work with the children, of whom nine hold suitable childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with positive learning experiences and their welfare promoted as the dedicated staff team offer a high quality child care and education provision. Children develop confidence and a strong sense of belonging within the setting as they develop secure and trusting relationships with staff and each other. Children's ongoing progress is assured as staff value children and their families and plan activities that cater for individual children's needs. Excellent resources particularly indoors are easily accessible and promote all areas of learning. Management and staff work together to ensure sustained improvement as they demonstrate awareness of their strengths and determination to continue to monitor and extend practice successfully to support the development of children's care and learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the range of resources available out doors throughout the year to support areas of learning

The effectiveness of leadership and management of the early years provision

The staff team are exceptionally successful in working towards sustaining ambitious targets. Morale is very high and belief in the setting's continuing success runs through all levels of staff. The excellent self-evaluation is viewed as an ongoing working document in which staff, the committee and parents have input in order to develop and move the provision forward. Excellent organisational skills, comprehensive and effective risk assessments and robust policies and procedures ensure that children's well-being is enhanced. A strong emphasis is placed on safeguarding children by staff who clearly recognise their responsibilities in keeping children safe. Stringent systems are in place to ensure all staff are suitable, appropriately vetted, well qualified and have a good knowledge of the Early Years Foundation Stage. Staff regularly upgrade their knowledge through attending local authority courses and staff appraisal systems identify both the pre-school and individual staff training needs.

Children play in an inviting welcoming environment with good access to a vast range of attractive age-appropriate toys and resources that provide stimulating and challenging experiences to promote their learning. The outdoor area is an ongoing project that provides excellent opportunities to help children progress in each area of learning during the warmer weather; however, opportunities for learning experiences are slightly reduced during the cold months as fewer resources are made available. All staff are aware of their individual roles and responsibilities and deploy themselves effectively to ensure all children receive high levels of individual care and attention. Staff know each child and their family circumstance well, and encourage each child to recognise their own unique qualities, with good systems in place to ensure each child feels a sense of belonging and is able to take part fully in the provision. For example, staff help children for whom English is an additional language follow the routine of the day by showing them photographs of what is happening next. Knowledge about the children is shared appropriately with all staff to ensure that children for whom English is an additional language or who have individual education plans are implemented effectively to support them fully.

There are highly effective partnerships between staff, parents and their children and external agencies and providers for example; staff are proactive in contacting school staff to ensure that the transition from pre-school to schools is sensitively handled and children are well prepared for the next step in their education. Parents comment on how much their children enjoy their time at the pre-school, feel very much part of the learning process as they share the achievement records and are requested to make comments and suggestions to assist in their child's progress towards the early learning goals. Comprehensive information about the setting and the Early Years Learning Goals is displayed on notice boards around the provision, along with general information that parents may find of interest. All children's documentation and records are kept up-to-date and in good order with all the required information obtained from parents at initial visits. Confidentiality is maintained at all times.

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

Children are cared for in an extremely supportive and stimulating environment where their interests are taken into account and planning is tailored to meet individual needs. Staff have embraced the Early Years Foundation Stage and use their skills and knowledge to plan a stimulating and interesting learning environment where all children can make excellent progress. Staff make comprehensive observations and assessment of the children's development, monitoring their progress in all areas. Staff use their observations and assessments to inform future planning and request input from parents and carers to provide coherence and continuity in the children's learning, this two way communication ensures good information of the children's progress is shared.

Children enjoy the outdoor environment that has been redesigned to provide a fantastic area where children can balance on logs, climb trees and hide in a natural shelter of branches. Children ride, scoot and play around the raised circular flower beds where flowers the children have planted are beginning to emerge, enabling children to recognise the seasons as the outdoor area comes into bloom. The pre-school is multicultural with many different religions and cultures represented; to extend children's experiences of the wider world festivals and other cultures are celebrated with the information gathered from a wealth of knowledge from parents and staff. An excellent range of resources promoting equality and diversity is available. Children initiate their own play as they self select resources, play outdoors daily and enjoy free flow play, benefitting from a wide range of stimulating activities. A balance of child led and adult planned activities is offered throughout the day for example, children thoroughly enjoy circle time when they thoroughly enjoy listening to stories and sing a selection of their favorite songs.

Designated construction areas provide opportunities for children to problem solve as they build roads, towers and houses, with a selection of large and small construction resources. Number recognition is promoted as children sing, completing simple subtraction and addition through their songs and rhymes. Simple charts help children begin to understand how they can record information such as how many children tried different fruits on offer. Children develop control and co-ordination as they play with malleable materials such as play dough, use scissors, paint, crayon and draw and have access to resources such as threading beads. Creative development is promoted throughout the pre-school as children have the opportunity to explore their senses as they freely access a range of arts and craft materials including collage, junk materials, paints and crayons. Children have access to I.T equipment, computers and simple electronic game appropriate to their age; for example, everyday technology such as the till in the post-office role-play area. Children access computers with a range of simple software, for example, a recycling programme that promotes their understanding of sustainability.

Children move around freely with very few reminders from staff required to ensure they remain safe. For example, they carefully negotiate around each other when outside on the bikes, know to sit properly on chairs when eating and drinking and

remind each other to take care when walking along the balancing beams. Staff promote children's understanding of their own self-care and the importance of good health, through providing good role models, frequent opportunities for fresh air. Regular visits from a local nurse and dentist to help them begin to understand how to look after themselves.

Children are confident and sociable. Staff have high expectations of behavior as a consequence children behave extremely well, show consideration for equipment as they help tidy away and for each other as they politely say 'excuse me' when they want to drive past on their bikes. They demonstrate developing self control as they negotiate with each other resolving problems with little or no input from staff. Children's work is valued and displayed attractively, praise frequently given by staff for their achievements. Children are self-motivated and staff adopt their ideas and interests in order to provide activities that enable them to respond to challenges with enthusiasm, this helps build self-esteem and develop future skills that will benefit 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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

Met