

New Rainbow Pre-School

Inspection report for early years provision

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17/11/2010

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*.

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Description of the setting

New Rainbow Pre-School is run by a limited company of trustees. It opened in June 2010, having moved from another site in the area where it had been running since 1987. It operates from a pair of converted semi-detached houses on the Mirehouse Estate in Whitehaven, Cumbria. Children have use of a downstairs playroom and have access to an enclosed outdoor play area. It is open each weekday from 9am to 12noon and from 12.30pm to 3.30pm all year round, apart from the two week Christmas period and bank holidays. Currently, the group is only running in the morning and hopes to extend opening times in the future.

The setting is registered on the Early Years Register and provides funded early education for three- and four-year-olds. A maximum of 17 children may attend the provision at any one time. There are 27 children in the early years age group currently on roll. The setting supports children who have English as an additional language and children with special educational needs and/or disabilities.

There are three members of staff, all of whom hold appropriate early years qualifications. Staff have developed links with other early years settings. The setting receives support from local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for, valued as individuals by the staff and are progressing well in this welcoming playgroup. Staff work well as a team and support children well. Self-evaluation is effective and used to plan for continuous improvement. There are effective partnerships in place with parents and other agencies. Systems are in place to liaise with other settings providing the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information is obtained about who has legal contact with the child; and who has parental responsibility from parents in advance of a child being admitted to the provision. (Safeguarding and promoting children's welfare) 31/12/2010

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

- review assessment procedures to further clarify children's starting points and next steps in learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff understand and follow required procedures and there are robust recruitment and suitability procedures in place. All required records and policies to ensure children's health and safety is promoted are available to parents and staff and regularly reviewed. However, children's safety is not fully addressed as information is not received, as required, about who has parental responsibility for children and who has legal contact with children. This is a breach to welfare requirements in the Statutory Framework for the Early Years Foundation Stage. Detailed risk assessments and rigorous health and safety practices ensure children are very safe indoors and outdoors.

Staff work well together as a team, planning a very bright, enabling, interesting environment for children. Children enjoy good access to a full range of activities both inside and outside in the well-planned outdoor area. Self-evaluation tools are used, taking account of relevant parties views. The setting has established positive relationships with parents and carers and works to engage parents in the children's learning. The staff seek parents' views using questionnaires and these show a good level of satisfaction with the service. Staff are very willing to meet parents' needs. For example, they have changed how they give parents information about their children's progress, following a consultation exercise. They give parents copies of the children's favourite nursery songs so that these can be sung at home, so working with parents to reinforce children's learning. Inclusion and equal opportunities are promoted throughout the work of the setting. Staff work effectively with parents and other agencies to support children's diverse needs. Children, parents and carers feel valued and develop a sense of belonging as they receive a warm welcome.

The setting is very well resourced in play equipment showing positive images of diversity. Several children attend this setting who speak English as an additional language. Staff value their home language and customs whilst helping children develop communication and literacy skills in the English language. The staff help children learn about good citizenship through promoting the careful use of resources. They have engaged the children in growing their own vegetables and are planning to include children in a recycling project. They effectively use local authority advice and support as well as using toy libraries to good effect.

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

Children are well settled and are making good progress as the qualified staff have a good understanding of the Early Years Foundation Stage and make warm, nurturing relationships with the children. They demonstrate good skills with the children, engaging their interest and encouraging thinking and language. They work with parents and other providers of the Early Years Foundation Stage to assess children's unique profiles and needs. They then use this information to plan

activities that are relevant and interesting to the children. Observations are used to provide summative assessments, using parents' information as part of the process. Activity planning takes account of children's next steps in learning as well as children's interests. However, written questions for parents about children's starting points are weighted to welfare and personal, social and emotional development areas rather than general learning and development.

Parents receive regular information about their children's progress but this does not clearly advise of the children's next steps in learning. Children really enjoy exploring this bright, very interesting, well-planned environment. They busily choose their play and play with other children very well. They show concern for each other, are making friends and learning to behave well in a group. Children choose to make a railway track and ask staff for help. They persevere with this task for a good while, problem solving how to fit their track into a small area. Staff encourage and praise their efforts whilst introducing vocabulary and suggestions to develop children's thinking and learning. Children take delight in showing visitors favourite books and repeating sounds and movements they have learned as part of their phonics learning programme. Although a windy, wet day, children are encouraged to enjoy outdoor play and to dress appropriately for this activity. They gleefully run about, choosing bikes to ride on and other outdoor play equipment. Staff skilfully play games that develop children's balance and cooperative skills and the children join in wholeheartedly.

Children show competence in following self-care routines, such as, washing hands after using the toilet. They also show care in how they use equipment and the premises, as staff remind them of safety issues in their environment. Children learn to develop computer skills as they play on appropriate computer games, using the mouse to select answers. Therefore, they are developing skills for the future. Children's good health is promoted as they enjoy sitting together to eat their healthy snack in small groups. Children show independence as they choose when to have their break and help themselves to a range of healthy snacks, including cheese, crackers and fruit and vegetables. In the summer they eat strawberries and raspberries that they had tended in their garden. They help themselves to water from a water fountain throughout the play session.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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