

# Rainbow Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	140447
<b>Inspection date</b>	07/07/2011
<b>Inspector</b>	Gulnaz Hassan

<b>Setting address</b>	Baptist Church Hall, 2 Dukes Avenue, London, N10 2PT
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**Email**

<b>Type of setting</b>	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 registered in 1979 and is a registered charity managed by a voluntary committee. It is situated in Muswell Hill in the London borough of Haringey. It operates from a church hall and has access to a small lobby area, two halls, a kitchen and toilet areas. The pre-school operates Monday to Friday from 9.15am to 12.15pm and 12.45pm to 3.45pm on Monday, Wednesday and Thursdays. The setting operates during term time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 24 children at any one time and there are currently 30 children on roll in the early years age group. The pre-school operates the two-year-old pilot scheme and currently care for five children in this group. The pre-school also offers the nursery education grant to 11 children. The pre-school employs three members of staff, including the manager; all hold appropriate level three early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making generally good progress in all areas of their learning and development. The setting supports all aspects of inclusion and diversity and ensure that children are fully safeguarded at all times. The setting has good plans in place for continuous improvement. They work closely with the local authority advisory teacher and have made good progress since the last inspection.

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

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

- develop the systems in place so that all observations are clearly and consistently linked to the different areas of learning.

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

Children benefit from the care and experience of a well qualified and dedicated staff team. Staff have a good knowledge and understanding of child protection and in-depth safeguarding policies are in place for guidance. Staff conduct rigorous daily and quarterly risk assessments of all areas of the premises to minimise any potential hazards. All policies and procedures are up to date and underpin the good practice carried out by staff. Staff are suitably deployed; good ratios are maintained and with support from parent volunteers children are well looked after.

The person in charge effectively leads and manages the setting and is supported well by her team of staff, contributing effectively to the smooth running of the pre-school. The team understand and engage in informed reflective practice and work collaboratively to share knowledge, question practice and test new ideas. This process helps build good foundations for future success in the care and education of children. The provision has improved outcomes for children since the last inspection, by implementing the recommendations made and accessing training effectively.

The setting promotes inclusive practice well. All children have opportunities to play with a good selection of resources and equipment. The setting reflects aspects of children's individual languages, for instance, in labelling familiar objects. This ensures that children and their families feel valued and their backgrounds and ethnicity are respected.

Partnership with parents is good. They are provided with good information about the Early Years Foundation Stage curriculum through monthly newsletters, displays of planning and children's work. Clear systems are in place for obtaining children's developmental starting points from parents. Regular assessments made by staff are shared and discussed with parents. Children's learning goals are shared and agreed with parents. Partnerships with others to benefit the children are good. Staff have established good links and systems of communication with other settings and outside agencies to meet the individual needs of the children in their care.

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

Children play and learn in a carefully planned, engaging and stimulating environment. Activities and play materials are set out so that children can access them independently, which effectively fosters a confident and inquisitive approach to learning. Children clearly delight in the wide range of activities and are extremely enthusiastic about learning. Staff make full use of a variety of resources that provide children with regular first-hand experience of nature, weather, seasons and the natural environment; for instance, children watched chicks hatch from eggs and helped to care for them. A good balance of planned and spontaneous play results in children who are independent, confident and active learners. Children use a good range of resources that promote their skills for the future; these include lap tops, torches, calculators and egg timers. Children visit the post office and the bank to help them understand about the wider world. Children are keen about recycling and are learning to conserve energy by switching off lights when they leave the hall to play outside. Children engage in physical exercise when visiting local parks and groves. Staff maintain detailed and meaningful records of what children can do and use this information effectively to develop effective plans to support children's individual learning. Planning covers all areas of learning and supports staff in ensuring that they have a clear understanding of the intended outcome for each activity. Children's individual learning needs and next steps are identified through a

number of systems, which are in the process of being refined and developed. Occasionally, not all the observations reflect children's activities and learning or are linked to the different areas of learning, particularly the picture journal. However, this is a minor weakness that the setting has identified with clear actions in place to address in the future.

Children's early learning experiences are positive in this safe, secure and caring setting. Children are developing good skills for their future learning and education. They have good relationships with the staff and each other. Children practise good hygiene habits during the daily routine along with an emphasis on promoting healthy diets. Children are encouraged by staff to play safely and learning experiences include road and fire safety. Staff manage behaviour competently and effectively. As a result of working consistently with parents, children are beginning to show consideration of others.

## 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

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

<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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## **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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