

Rainbow Pre-School

Inspection report for early years provision

Unique reference number

EY252578

Inspection date

07/07/2011

Inspector

Julie Biddle

Setting address

The Lair, Duffield Lane, Stoke Poges, Buckinghamshire,
SL2 4AL

Telephone number

01753 647572

Email

rainbowpreschool@hotmail.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rainbow Pre-School opened in 1968 and is run by a parent committee. It operates from a scout building in Stoke Poges Village. The pre-school is open each weekday from 9am to 3pm except Tuesdays when the hours are 9am to 12 noon. The pre-school is open term time only. Children can attend for various sessions with full or part-time places. Children have access to a secure enclosed outdoor play area.

A maximum of 24 children may attend the pre-school at any one time. There are currently 38 children in the early years age range on roll. The pre-school receives funding for nursery education. The pre-school supports children who speak English as an additional language.

The pre-school employs five staff, of these four of the staff including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are making very good progress with their learning, they are sensitively supported by kind, caring staff. All children are welcomed and included and staff have a good understanding of children's individual needs. Overall, partnerships with parents are effective and well established resulting in children being valued and respected as unique individuals. The manager and staff are fully committed to the continual improvement of the setting to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to involve parents and children in the process of self-evaluation.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded, as staff show a high level of commitment to promoting children's safety. Arrangements for safeguarding children are robust and regularly reviewed, staff have safeguarding training and they are very confident with the procedures to follow with any concerns. Staff complete regular and thorough risk assessments both inside and outside the building. Children are further protected as staff complete risk assessments for local trips and walks to the park. An appropriate number of staff are qualified first aiders ensuring children

receive appropriate care in the event of an accident.

Staff work very well together to ensure all children are purposefully occupied within this rich stimulating environment that is enhanced by posters, labels, numbers, letters and symbols. Staff value children's efforts and display much of their artwork on boards within the rooms. Children's work is also displayed as mobiles providing children with further visual stimulation. A wide range of age-appropriate resources and activities are equally accessible to all children and consequently children develop in independence as they choose what they play with.

Partnership with parents is a strength in the setting. Parents are unanimous in their praise for the setting in particular the approachability of the staff. There are clear channels for communication both verbal and written, and regular newsletters keep parents informed of events in the setting. Furthermore, parents are invited into the setting to share in special occasions and to share their skills. The setting works closely with other professionals to support and benefit all the children.

Children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staff's planning for the individual child helps to narrow the achievement gap and support all children's progress. There are a range of toys and resources which help to promote children's understanding of diversity within our society. Furthermore, diversity is valued through recognising special events and festivals such as Chinese New Year and Christmas.

The setting has completed a comprehensive self-evaluation form reflecting on practice and clearly identifying priorities for improvement. They have successfully addressed recommendations raised at their last inspection and are continually making improvements to practice. For example, they are currently exploring ways to involve children and parents in the system of self-evaluation. The staff group are well established and work together successfully. They know each other's strengths and weaknesses and consequently are all focused on helping children progress and learn.

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

Children have very good relationships with staff and each other and behave very well as they are actively occupied with play of their choice. Staff play with children at their level and provide them with good daily opportunities to develop their future skills. Children enjoy the interest staff take in their play and respond well to the questions staff ask them to make them think.

High quality detailed observation records are maintained for all children. Staff plan as a group using observations to effect the plans and to ensure all children are challenged and have fun. In addition, staff have developed wonderful learning journals, these show how children have made significant gains in their learning

while in the setting. Children's individual progress are consistently good in relation to their starting points. The journals are enhanced by photographs and involvement of parents.

Children amicably share resources, such as dressing up clothes and display good manners as a result of the positive role modelling by staff. Children are relaxed as they play and turn to staff when they need support, showing they feel safe and secure in their care. Regular fire drills enhances children's awareness of how to keep themselves safe and they further learn about safety through discussion with staff. For example, children know why staff take the daily register and how important it is to count how many children, staff and visitors are on site. The children enthusiastically tell staff they need to know in case there is a fire. In addition, staff have developed a pictorial fire evacuation plan to support all children's understanding of this important safety aspect.

Children have daily opportunities to develop their physical skills and healthy bodies while in the setting. All children play outside daily in the fresh air. Children show good coordination and spatial awareness as they manoeuvre wheeled toys around. They have a super time in the well-resourced outdoor area. They roll huge tyres, listen to bells as they jingle in the wind and plant flowers. They freely access water when thirsty and are provided with a good variety of healthy snacks. Children excitedly explore the local woods when staff bring stories to life by hiding characters from a favourite story and encouraging children to follow the story as they search for the characters amongst the trees.

Children absolutely enjoy creative activities and they use a variety of tools as they make shapes with glue and tissue paper to paint pictures and ice biscuits. The carefully mix food colouring to white icing for icing their biscuits. Children comment 'These biscuits smell like gingerbread men'. Using coloured blocks, children and staff discuss what happens when two colours are mixed. Children safely use a range of tools and equipment in the setting, for example, as they show great skill in using the correct tools as they make pictures with hammers and tacks.

Children's knowledge and understanding of letter and sound links is excellent as many children recognise and can write their own names. In addition, they know the letters/sounds of staff's and visitors' names, as they realise that names begin with the same letter. Children use crayons, paints, chalks and pencils to mark make and write their names, appropriate to their age and stage of development. Staff make learning activities fun for the children, for example, when talking about shapes they encourage the children to make the shape with their own bodies, and the whole group to get into the shape. Children confidently tell staff this is not a circle it has sides, staff and children laugh together as they look at the shape they have made.

Children learn about other cultures as they celebrate different festivals and they develop an understanding of the natural world through planting flowers such as sweet peas. Children and staff take part in national fund raising events for children less fortunate than themselves. Children have good opportunities to develop skills for the future they know for example how to change into their wellies when they

go into the garden. They confidently use the camera to take pictures as they play.

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
--	---

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	1
The extent to which children feel safe	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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