

Rainow Pre-School

Inspection report for early years provision

Unique reference number 305262
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Inspector Sue Anslow

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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

Rainow Pre-School has been registered since 1971. It is based at Rainow Institute in the village of Rainow, outside Macclesfield, Cheshire. The group is committee run and is open from 9.15am to 12.15pm, each weekday, during term time. They have sole use of the premises during hours of operation.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 41 aged from two and a half to under five years on roll, some in part-time places. The pre-school supports children who speak English as an additional language.

There are eight members of staff who work in rotation. Four members of staff hold early years qualifications to at least level 3. The pre-school provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children settle extremely well in the pre-school and receive an excellent level of care because the experienced, qualified staff work very closely with individual children and their families. Excellent systems are in place to ensure that all children's individual needs are routinely met. Staff have a very good knowledge of the Early Years Foundation Stage and how children develop and learn through play. They demonstrate that they fully understand and meet all the welfare requirements, therefore, protecting and promoting children's health and safety. Exceptional partnerships between parents and other agencies, particularly the local school, ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate the provision and pre-school staff demonstrate an excellent capacity to make continuous improvement and sustain their existing high standards.

What steps need to be taken to improve provision further?

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

- ensuring risk-assessment records are signed and dated.

The effectiveness of leadership and management of the early years provision

Appropriate comprehensive policies and procedures are in place to keep children safe and secure within the setting. Staff are familiar with the safeguarding policy and demonstrate an excellent knowledge of the correct procedures should there be any concerns. Recruitment procedures are highly effective and rigorous checks are

carried out to ensure the safety and well-being of the children and their families. Children's safety is given the highest priority at all times. Detailed risk assessments are carried out on all areas and the resources children come into contact with. This includes outings. However, not all the risk assessment records have been signed and dated to ensure regular reviews take place.

The manager and her team of mostly qualified and experienced childcare staff work extremely well together. They share ideas with each other which ensure everyone feels 'ownership' of the practice within the setting and the whole team are clear about the aims and objectives of the pre-school as a whole. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. Systems for monitoring and evaluating children's learning and development are well established and regular reflective practices ensure the outcomes for children are optimised. The recommendations from the last inspection have been effectively implemented to further enhance children's health and general development. Staff follow a policy of inclusion and equality for all, maintaining a warm and welcoming environment for every child and providing excellent care, support and teaching.

Partnership with parents is well established from the start, with open days and visits during the summer term. Parents are given lots of information about the pre-school and there are many opportunities for discussions with staff. Information about the Early Years Foundation Stage framework is readily available and parents can discuss their child's progress with their key worker at any time. They have a good understanding of what their children are learning and how they can help them at home, through newsletters, displays and notices. Seeking the views of parents and carers, enables the setting to continuously improve and ensure the provision of an excellent service. Parents are consulted regularly to establish their childcare needs and requirements and the pre-school aims to meet these wherever possible. Close links with the village school, where the majority of children move on to, also ensures continuity and consistency of approach and progression.

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

Children make excellent progress in their learning and development through the expertise of staff and the provision of superb resources. Children arrive excited and eager to experience the wide range of activities set out for them and they happily separate from their parents as their self-confidence grows. Children learn through play and the provision of a superb range of appropriate resources in each play area. They are able to initiate and carry out their own investigations and explorations with the support of a very skilful staff team. For example, by posing problems and asking appropriate questions, staff encourage children to work together to construct a complex system of pipes and hoses to get the water from one container to another, several feet away. A superb range of art and craft materials are available for children to choose what and how they want to make various objects or pictures, from simple greetings cards to complex robots from cardboard boxes and toilet rolls. Children thoroughly enjoy the free-flow of activities between the inside and outside play areas. They can play quietly at a

table, drawing around templates, or help 'paint' the stone walls outside with brushes and water. All areas of their development are promoted to the highest level as they gain an understanding of the world around them and learn to respect each other and their surroundings. Children benefit from attending a pre-school set in a rural area, surrounded by fields of sheep and cows. They enjoy country walks to investigate nature and the changing seasons and thoroughly enjoy 'working' on their allotment where they are growing a number of fruits and vegetables.

Behaviour is exemplary because children are busy and interested in everything that is going on. They can play on their own or in small groups with their friends. They can use every part of the two-roomed centre and access the outside play area in all-weather conditions, which thoroughly promotes physical development and healthy lifestyles. Staff are on hand to help, guide and ask appropriate questions to help children work things out for themselves, for example, 'why do you think we have to wait until the strawberries are red before we pick them?' and 'how many half circle shapes have you used to make a whole circle?'. Through good role-modelling and enthusiastic praise, children's self-esteem is optimised and they are very proud to be chosen to stick the correct words and numbers on the calendar. A love of books is promoted superbly well, with an extensive range of different titles to choose from and comfy places to relax. Children are able to take books home to 'read' to the family and make comments on or draw pictures about the story in a small exercise book.

Children are closely supervised and their health and welfare are paramount at all times. Doors and gates are locked appropriately and parents sign to say who is allowed to collect their child at the end of the session. Children have a clear understanding of safety procedures and why these are needed. They practise evacuation procedures regularly and know how to cross roads safely. Healthy eating policies are followed and children enjoy snacks of fresh fruit during each play session. Good hygiene procedures are encouraged and children are able to wash their hands at appropriate times. Three members of staff hold current first aid certificates and any accidents or illnesses are managed well.

Activities are planned week to week to meet the needs of individual children. They roughly follow themes based on the children's interests and abilities and provide sufficient challenge to progress their development. A rigorous system of observation and assessment means that staff can plan specifically for the needs of each individual child. This enables staff to target particular activities more effectively. All areas of learning are covered extremely well during the week and children participate in a superb range of activities which excite their interest and challenge their ability. They enjoy measuring and counting the ingredients when making their own play dough and have fun making sequential patterns of coloured beads when threading their necklaces. Children are encouraged to be active, inquisitive and independent learners. Through exceptional support and guidance from staff, they are well equipped for the future.

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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