

Rainbow Pre - School

Inspection report for early years provision

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Inspector Claire Parnell

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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

Rainbow Pre - School is a committee run setting that originally opened in 1977 and was registered at the current premises in 2011. The preschool operates from a purpose built classroom within the grounds of Coolings - Green & Pleasant garden centre in Knockholt in Kent. Children have access to a main playroom and designated toilets. There is an enclosed outdoor area. The preschool serves the local community.

The setting is registered on the Early Years Register to care for 20 children aged from two years old to the end of the early years age range. Currently the setting has 21 children on roll, including 14 children in receipt of Early Years funding. The setting is open from 9.10am until 12.10pm from Monday to Friday with a lunch club on a variety of days up until 12.45pm, during term time only.

There are four permanent staff who work at the setting. Of these, three have relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The unique needs of every child is promoted well and all staff work together to succeed in meeting children's learning and welfare needs most of the time. However, requirements for maintaining documentation of regular risk assessments are not met. Children make good progress towards the early learning goals due to the staff's knowledge of children's interests and how they learn. The partnerships with parents and other agencies are effective which helps to contribute towards continuity for all children. The committee and staff take a positive approach towards improving the setting through an informal self-evaluation system. Future development is identified by staff and carefully planned resulting in a service responsive to the continuous development and better outcomes for children.

What steps need to be taken to improve provision further?

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

- identify aspects of the environment that need to be checked and maintain a record of these aspects including when and by whom they have been checked (Premises, environment & equipment). 13/09/2011

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

- formalise the assessment and observational systems to provide clear tracking of individual children's development within the Early Years Foundation Stage
- develop the evaluation systems to continuously monitor the effectiveness of the provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well through the policies, procedures and staff vigilance that helps to keep children safe. The setting is clean, safe and secure with hazards identified and removed immediately. However, the record of risk assessments for the setting and regular local trips to the nature trail are not documented as legally required. Staff have an up-to-date knowledge of child protection issues and procedures are implemented well through records and monitoring to protect children from harm. All staff have relevant checks in place to promote their suitability to have unsupervised access to children. Documentation for attendance and children's welfare, such as medication and accidents are completed accurately and shared with appropriate people.

The committee and all staff are dedicated to driving improvement and constantly recognise areas to develop and improve, enhancing the learning environment for children. Staff are eager to introduce new practices and knowledge from past experiences to benefit all children, although there is currently a limited system in place to evaluate the effectiveness of these improvements.

Equality and diversity is promoted well throughout the setting. Staff have a clear understanding about the importance of reflecting individual children's needs through the planning and provision. Staff actively engage in liaisons with other agencies and follow correct procedures to make referrals regarding developmental issues. Children have access to a good range of resources and experiences to reflect positive images of today's society, such as books in other languages, posters, role play and celebrating different cultures. Inclusion is highly promoted throughout all activities and play situations due to the staff's sensitive and careful approaches to interactions and intervention in play. Staff use their differing knowledge and skills as an effective resource to vary the experiences children receive through a good range of resources covering all areas of learning and development.

Good partnerships with parents and other agencies are a particular strength in the setting. Parents have access to a good range of written, verbal and displayed information including local events for families, health information and the Early Years Foundation Stage. They are highly aware of the structure of the setting and are openly invited to regular committee meetings regarding the development of the setting. Parents feel confident and secure leaving their young children in the care of all the staff, with reassurance given to anxious parents of new children during their settling in period. Parents receive verbal information on a daily basis about achievements and development. They are encouraged to share information about events at home and any achievements made outside the setting. Staff are making close relationships with local schools to ease the transition for children

going on to full time education. Staff are fully aware of making links with other settings to provide continuity for shared care of children.

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

Children are familiar with the routine of the day, the staff involved in the setting and they demonstrate a good sense of belonging, settling quickly into their choice of activity. Therefore, children feel safe and secure in the setting. They make independent choices of where and who to play with. Staff are quick to interact with children who are not actively engaged in play, talking to them about what is available to them and if there is anything they want to play with. They interact well with their peers, demonstrating strong relationships with both their peers and the staff. Staff support children's learning well through effective and subtle interaction and the use of open ended questions. For example, staff join in the conversations during the train role play, asking about their experiences during the summer holidays, leading to children acting out a train journey to 'Legoland'.

Children identify their written name during routine parts of the day. They find their name, a cup and plate for snack time, choosing when to eat and drink. Counting and number recognition is used as part of most activities such as counting how many children are sitting at the snack table, to making drawings on the computer and counting the amount of legs and eyes in their creation. Computer games are also used to initiate good hand eye coordination by controlling the mouse and clicking to change the effects of the programme. Children explore textures and senses through malleable play, experimenting with water and accessible equipment such as water pumps and bottles, as well as making noises to represent the diggers in the wet sand. Children show a curiosity and intrigue in what others are doing and have the support from staff to try new activities in their own time. For example, a new child asks staff what visitors are doing with their laptops and then experiments with support from staff to use the setting's computer for herself. These activities promotes all children's skills for the future.

Children have a keen interest in the outside world, talking about their stick insects, how they are moving and how they camouflage themselves amongst the leaves. They explore the space outside during set outdoor play sessions, using space, bodily movements and equipment effectively. For example, younger children use their feet to propel themselves forward and listen carefully to staff explaining how to use the pedals, whereas older children whizz around, manoeuvring around other children showing an expert skill in pedalling and steering at the same time. Children regularly use a local nature walk to explore the environment, looking for birds and animals as well as plant life.

Observation, planning and assessment systems go some way towards demonstrating the good progress children are making. Observations are spontaneous and are linked to the areas of learning within the Early Years foundation stage. However, children's current stages of development are not easily tracked or identify their next step for learning to inform the future planning. Staff

know their key children's development well and when involved in their key child's play, relate their play to their interests and preferred ways of learning. Planning covers all areas of learning and involves a wealth of resources to promote children's development, although individual children's targets are not identified for all staff to implement.

Children learn about healthy lifestyles through the very effective hygiene procedures, access to fresh air and healthy eating. Children choose when they want snacks and are engaged in conversations about healthy foods and drinks. They are encouraged to make healthy choices and to pour their own drinks. Staff use information about children's dietary requirements to meet their individual needs. Children access fresh air within the outside area every day, although this is limited due to planning restrictions. Children learn about good hygiene procedures by using low level sinks to wash their hands before snacks, after toileting and after messy play. They receive clear instructions and explanations about hygiene from all staff, therefore, promoting their wellbeing. Children respond well to their bodily needs by choosing whether they need a cardigan or not when they go outside to play.

Children's behaviour is good due to the staff acting as positive role models and implementing clear boundaries that children understand. Staff use effective practice such as sand times to aid children's understanding of sharing and taking turns. They actively remind their peers about what is right and wrong and are confident to confide in staff when they see their peers acting inappropriately.

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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