

# Rainbow Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	127492
<b>Inspection date</b>	27/07/2011
<b>Inspector</b>	Cilla Mullane

<b>Setting address</b>	149 St. Richards Road, Deal, Kent, CT14 9LD
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<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 opened in 1993, and is privately owned. It operates from the main hall of the Godric Centre in Deal. There is a fully fenced outdoor play area. The Pre-school serves the local area. The building is on one level, with a toilet for people with disabilities.

A maximum of 24 children may attend the pre-school at any one time. The pre-school opens five days a week during term times. On Mondays and Fridays sessions are from 9am to 12noon, and on Tuesdays, Wednesdays and Thursdays sessions are from 9am to 3.30pm.

The pre-school is registered to care for 24 children aged under eight years, all of whom may be in the early years age group. There are currently 50 children in the early years age group on roll. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. Funding is received for three and four year old children. Children attend a variety of sessions each week.

There are eight staff, including the manager and a volunteer. Of these, seven hold relevant qualifications to NVQ level 2 or 3. The manager is undertaking a childcare degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Adults are caring and sensitive to children's needs, and as a result children feel safe, and they behave well in response to adults' expectations. Children's safety and welfare are well promoted, they look after their own personal hygiene, and they benefit from frequent play outdoors and healthy routines and make informed choices of food. Children move around freely, both inside and outdoors, initiating their own learning in the welcoming and well resourced premises. Staff generally support and interact with children skilfully, and children are mostly suitably challenged. Parents are very well informed and included in their children's learning, and their views are respected and acted upon. The setting is very able to maintain continuous improvement, consistently improving outcomes for children.

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

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

- review the provision of indoor physical activities to ensure all children are suitable challenged
- review grouping of children, and staff deployment during the last part of morning session so that all children receive appropriate support

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

The setting is well organised. Staff's good understanding of safeguarding issues helps to protect children, for example, there is a sensible policy regarding the use of mobile phones, which are not used by staff during the pre-school sessions. Thorough risk assessments result in potential hazards being promptly identified and removed.

Staff are well qualified and professional, and management supports their professional development by encouraging further training, for example, in learning about special educational needs, and assessing children's well-being and involvement.

All children make good progress in their learning, and checks are in place to ensure that all children are achieving, thus narrowing any achievement gaps for different groups of children. Adults have established links with other professionals such as speech and language therapists, so children receive good support at an early stage. Activities such as thinking about their bodies, and posters around the setting help children to respect similarities and differences, and different cultures.

The environment is well organised and resourced, enabling children to become active and independent learners. Good use is made of the book area, which is set out to look welcoming, like a domestic living room. Plenty of learning takes place in the outside area, although this is muddy in wet weather, where children paint and mark-make on chalk boards, search for bugs, and climb and balance on large apparatus. Indoors, staff are generally deployed well to support and extend the children's learning, introduce new skills or leave children to develop their own activities. However, children gather in a large group for singing, and some of their comments are not heard by staff, and afterwards children who have chosen to stay indoors doing quiet activities are less well supported.

Parents benefit from a good exchange of information. Their views are frequently sought, and taken into account, for example, there is now a display of staffs' names and photos in response to parental request. Parents' response to questionnaires shows that they are very happy with all aspects of the provision. They feel their children make good progress, for example, with speech and mark-making skills. They welcome the opportunity to take books home to extend their children's learning. Children's progress records, with photographs are appreciated. They have confidence in the experienced and approachable staff. Good systems are in place to liaise with other settings attended by the children, such as nurseries, to enable consistency and progression should the need arise.

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

Children make consistently good progress from their identified starting points. Adults have a good knowledge of children's interests and learning styles, and therefore competently plan to meet the needs of each child.

There is an emphasis on promoting the personal, social and emotional development of new and younger children, and as a result they settle quickly, and develop strong relationships with staff and their peers. Children develop good communication skills, chatting with adults at snack time. They are fascinated when they find snails and spiders outside, and use magnifying glasses to examine them. They recognise their names as they self-register in the morning. Adults show real pleasure in children's achievements and contributions, giving them confidence to persevere and succeed.

Children are often reminded of the rules, such as 'walking feet' and children respond well to staffs' expectations. Adults model kind and thoughtful behaviour well, for example, thanking children for being kind to one another, and therefore children often show spontaneous acts of kindness, such as fetching a chair so another child can join in.

Children feel safe within the setting. An effective key person system means that they have a special adult to go to. They feel confident to approach adults for help, for example, to report that other children are not sharing, knowing they can trust the adult to help. Children are learning about their own personal safety. Young children who are new to the setting chat with staff about the fire evacuation practice, so that they are not frightened.

Children develop a positive attitude to learning. They are inquisitive and active learners, showing wonder when they find insects outside, and they are thrilled when they succeed at a difficult task, such as making holes with a hole punch.

Children learn how to keep themselves healthy. At snack time children make healthy choices of food, competently serving themselves, pouring drinks carefully, and washing up their plates and cups. They point to and identify fruit on the patterned tablecloth. Apparatus in the garden offers physical challenge to children of different ages and abilities, but less able or less confident children are not always catered for when planning indoor physical activities.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met