

Rainbow Preschool

Inspection report for early years provision

Unique reference number EY248147
Inspection date 28/10/2011
Inspector Karen Cooper

Setting address Hope Community Church, Deveron Way, HINCKLEY,
Leicestershire, LE10 0XD
Telephone number 01455 233798
Email admin@hopecc.org.uk
Type of setting Childcare - Non-Domestic

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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.

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 Preschool opened in 2003 and is run by the board of Trustees of Hope Community Church & Family Centre. It operates from Hope Community Church in Hinckley, in south west Leicestershire and serves the local community. There is an enclosed front courtyard available for outdoor play.

The setting is open Monday to Friday during the school term. Sessions are from 9am until 1pm. Children attend for a variety of sessions. A maximum of 36 children aged between two and five years may attend at anyone time. There are currently 54 children on the roll. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are seven permanent members of staff who all work on a part-time basis with the children and three other members of staff who have casual contracts. Of these, three hold a National Vocational Qualification at Level four and are working towards an Early Years Foundation Degree and Early Years Practitioner Status, three hold a National Vocational Qualification at Level three, one holds a National Vocational Qualification at Level two and the other three members of staff are unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at this welcoming and stimulating setting and make good progress in their learning and development. The setting works well with parents and external agencies to ensure that children get the support they need. The staff provide care effectively for all the children to ensure their individual needs are extremely well-met. The self-evaluation process is embedded and maintained because frequent reviews are carried out. Policies and procedures are mostly effective and documentation is regularly reviewed and stored appropriately to ensure confidentiality is maintained. The staff demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment systems in order to clearly indicate how individual children's progression is used to inform planning and identify the next steps in their development
- review the complaints procedure to include the correct details for contacting Ofsted.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding with robust policies and procedures that are understood by the staff. Staff are well informed about their responsibilities to protect children. All adults who come into contact with children are vetted to ensure they are suitable. The environment both indoors and outside is subject to rigorous risk assessments that ensure potential hazards to children are effectively minimised. Children are highly valued and individual needs are extremely well met as agreed with parents. Indoor and outdoor space is effectively organised creating a welcoming, stimulating and child-friendly environment. Children's sense of belonging is fostered as they move around freely in the organised space to access resources independently. Children take part in a broad range of activities that offer good levels of challenge and are appropriate to their age and stage of development. They take responsibility for choosing what they do, are interested and helped to achieve. Staff are well-deployed to support children throughout the session. They group the children effectively into small groups to enable them to build effective relationships and to get to know individual children well.

The management is focussed on maintaining improvements that have positive outcomes for children. They use the self-evaluation process consistently to identify where changes are required. They are responsive to suggestions from parents and information gained in staff meetings also feed into the process. Most of the staff have worked in the setting for many years, they are caring, friendly and work well together to promote children's care and learning. The management demonstrate a strong capacity to maintain continuous improvement by addressing all the recommendations from the last inspection. The setting provides a highly inclusive environment that caters for all children and additional support is provided according to children's needs. The presence of a trained and effective Special Educational Needs Coordinator (SENCO) helps ensure that each child's needs are fully met. There is a successful partnership with other early years professionals and parents, who express great satisfaction with the service they receive. Many parents identify the progress in their children's development since attending the setting, for example, the improvement of language and concentration skills and confidence. Parents receive daily information about children's experience and they receive termly reports about their child's progress. Policies and procedures are clear and available for parents to view. However, the complaints policy does not include the correct contact details of the regulator to ensure parents are fully informed of the procedure to follow should they have a concern. Regular newsletters and notice boards ensure parents are kept well informed of the settings events and feedback sheets and daily communication books are accessible to record any comments and suggestions. The setting works consistently with external agencies that support staff in meeting children's additional needs and to reflect on practice issues. The staff are aware of the importance of sharing transition documents when children leave to attend other settings and have established positive links with the local schools.

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

Children enjoy their time at the setting where they make good progress in their learning and development. They have formed positive relationships with staff and are happy and confident. They feel secure when held and cuddled by staff, including key workers with whom strong bonds are forged. Children are valued and the staff helps them to feel good about themselves by frequently providing support, praise and encouragement, whilst managing their behaviour well. This helps build children's self-esteem. The staff plan a variety of interesting activities to ensure children remain interested and stimulated. The staff clearly demonstrate that they know the children well. They take positive steps to find out what interests each child, how much they know and can do. They observe the children as they play and record what children can do. However, the information gained from observational assessments is not sufficiently used to help plan the next steps in children learning. Photographs and samples of children's work are attractively presented in individual folders which are shared with parents to ensure they are fully informed of their child's developing progress.

Children are gaining a good understanding of the world through play and this helps them to develop skills for the future. Information technology is available to promote computer skills and they learn about the wider community through walks around the local area. Children are helped to consider and value diversity and have access to a range of realistic resources, play opportunities and activities. Sand, water and cooking activities promote their understanding of weights and measures. They are gaining an awareness of simple problem-solving skills when joining in action rhymes, construction play and group time. They enjoy using ink pads and stamps to make marks and lot of opportunities are provided for them to develop their creative skills through a variety of craft activities. Children are provided with plenty of opportunities to develop their early writing and reading skills. For example, they have access to a variety of books, crayons, aqua pens and flash cards are used to encourage them to see letters in print. The staff further enhance children's understanding and communicates in simple sign language. The children have learnt some basic signing which enables all children to take a full and active part in the setting. Children have ample opportunities for physical play. The well-resourced outside space is used effectively to promote large muscle control as children ride around on push along and wheel toys. Lots of fun is had as they use the large parachute to manoeuvre themselves over, under and around. This helps children to develop confidence to enjoy moving with control, using their bodies in various ways.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join-in fire evacuation practises to ensure that they know what to do in an emergency and when on walks around the local community they learn how to cross the road safely. Children are encouraged to follow good hygiene routines and know when to wash their hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children develop a good understanding of healthy eating, for example, they are provided with a variety of nutritious snacks and are able to

access fresh drinks throughout the session. Snack times are relaxed social occasions when children sit together around the table to enjoy their food and each other's company. Staff are fully aware of each child's individual dietary needs and ensures these are met.

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

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| 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

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| 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 | 1 |
| 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

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| 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

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| 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 | 1 |
| 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