

Rainbow Kabin Pre-School

Inspection report for early years provision

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| Unique reference number | 301041 |
| Inspection date | 02/11/2011 |
| Inspector | Barbara Wearing |
| Setting address | The Kabin, Garforth Street, Chadderton, OLDHAM, Greater Manchester, OL9 6NN |
| Telephone number | 07901985767 |
| Email | |
| 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.

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Description of the setting

Rainbow Kabin Pre-school opened in 1982 and operates from a purpose-built building to the rear of Chadderton Congregational Church, in Chadderton, Oldham. It is run by a management committee. The pre-school is registered on the Early Years Register to care for a maximum of 16 children at any one time. It is open each weekday from 9.00am to 11.30am and 12.45pm to 3.00pm term time only. All children have access to an enclosed outdoor play area. There are currently 24 children aged from two to under five years on roll. The pre-school currently supports a number of children who speak English as an additional language. The pre-school employs four members of staff. Of these, two hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well established staff team have worked together for many years and provide children and their families with a warm, welcoming and stimulating environment. They know children well, treat them with great respect and support them as they make good progress in their learning and development. Staff demonstrate a strong commitment to continuous improvement. They keep their early years knowledge and expertise up to date through attending training and receiving support from other professionals. They have made a number of improvements since their last inspection and have implemented the vast majority of the requirements of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- ensure that all supervisors and managers hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC) and half of all other staff must hold a full and relevant level 2 qualification (as defined by CWDC) at all times (Suitable People, adults looking after children must have appropriate qualifications, training, skills and knowledge) 24/11/2011
- request written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future consent for emergency medical treatment (Safety and promoting children's welfare, Information and complaints) 24/11/2011

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

- ensure that children can easily access the full range of creative and writing materials and promote further opportunities for children to write for different purposes in various play areas
- enhance development files to ensure that they show summaries of children's progress in all areas of development and intended next steps for children to achieve, ensuring that planning and support is personalised to extend children's talents

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the protection of children is a priority at all times. Staff are aware of the signs and symptoms of abuse and know when and how to refer concerns to the appropriate agencies. Comprehensive policies and procedures, and most necessary records are maintained to promote children's safety and well-being. Parents sign to show they have read and understood the setting's accident and emergency policy that states that children will be taken to hospital. However, parental permission is not requested, at the time of admission, to the seeking of any emergency medical advice or treatment. This is a breach of requirements. Thorough risk assessments are in place and regularly updated. These ensure that any hazards are identified and that action is taken to limit the risk of accidental injury.

The pre-school has various systems to evaluate and reflect on their provision. They attend regular training courses and have worked with local authority improvement officers and other professionals. This has enabled them to devise regular action plans, identifying areas for development that will improve outcomes for children and their families. Of particular note is the 'every child a reader scheme' and the improvements to the learning environment. The pre-school had plans to develop their outdoor play area, however, funds allocated from the local authority are no longer available.

The pre-school room is bright and stimulating. Children benefit greatly from the very good range of toys and resources, the vast majority of which are easily accessible to them. Therefore, they are able to make choices, set challenges, follow their interests and practice and consolidate their skills. This, together with high levels of interaction from staff, ensure that they are occupied and engrossed in their play and make good progress in all areas of learning. The close, consistent staff team have checks, experience and expertise to ensure children are safeguarded and given good support in their learning and development. However, there are not always 50% of qualified staff on duty in addition to the qualified manager. This is a breach of requirements.

Staff work closely with the speech and language service to ensure that, where required, children receive good support to encourage their language development. They have links with schools that children move to when they leave pre-school, easing their transition to their new setting. They work closely with parents and

therefore have a good understanding of children's family and cultural backgrounds and first language. Children and parents who speak English as an additional language are valued equally and fully included within the setting. Parents are encouraged to be involved in their children's learning. For example, by adding to their development files and taking home book bags.

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

Children's development files include, photographs and observations, show summaries of children's achievements and track their progress towards the early learning goals. However, they do not show the depth of understanding staff have regarding children's abilities in all areas of learning and few show the intended next steps for children to develop. Staff work hard to ensure that children's interests are reflected in planning and that they include an exciting variety of activities. However, there is no system to clearly show how individual children will be challenged to reach their next steps and full potential. Nevertheless, staff support children well as they engage with them in their chosen and adult led activities and children make good progress.

Staff obviously enjoy their work with children. They create a warm and welcoming environment and build close relationships with them. They take pride in children's achievements and value their individual personalities. They have appropriate expectations of children's behaviour that recognises children's feelings and stages of development. Therefore, children develop confidence and a high self-esteem.

Children play happily independently, with staff and make good friendships with their peers. Children become totally engrossed as they play with a dolls house. They chat to each other, negotiating and sharing ideas for their play, developing good social and language skills and demonstrating excellent imaginations. Staff support children in their language development. They use signs and visual prompts to ensure that children who are having speech and language therapy and/or speak English as an additional language, are fully involved and able to make choices. Children develop a love of books. They enjoy taking book bags home and eagerly await story time, listening intently and joining in with the story as staff pause for their response. Children learn to read their names from their name card and some children are able to write their name. There is a well-resourced writing area for children to practise and develop these skills. However, some of the materials are stored under the table and are not obvious to children and writing materials are not on offer in other areas, such as outdoors or in the role play areas.

Skills in problem solving, reasoning and numeracy are promoted throughout the play sessions. Children play with plastic bears and staff encourage them to sort, match, count and name the colour and size of bears. They talk about shape as they complete puzzles and find bricks of the same size as they build castles. Children enjoy exploring outdoors, developing their knowledge and understanding of the world. They go on walks to find seeds and leaves and are thrilled when they find a worm in their outdoor play area. They watch how it moves and take turns to

hold it before placing it gently under the hedge. Children learn about their own and other's cultures and are involved in events at the church. Parents spend time at the pre-school talking about celebrations such as Eid and Diwali. The pre-school is involved in the 'churches together' annual fun day. Staff talk to children about the bonfire to be held at the church, taking the opportunity to remind them about fire safety.

Children develop their large muscle skills as they play on climbing frames and bikes and crawl through the tunnel outdoors. They also have access to the church hall for large physical play. Children develop healthy lifestyles and independence in their personal hygiene. Visits from the dental health team promote children's and parents' understanding of good tooth care.

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 | 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

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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 | 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