

Rainbow Pre-school

Inspection report for early years provision

Unique reference number

221724

Inspection date

05/10/2011

Inspector

Jane Tagg

Setting address

The Old Clinic, Downham Road, ELY, Cambridgeshire, CB6
1AF

Telephone number

01353 667283

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 is managed by a voluntary committee made up of parents whose children attend the setting. It registered in the 1970s and operates from the Old Clinic in Ely, Cambridgeshire. All children have access to an enclosed outdoor play area.

A maximum of 20 children may attend the pre-school at any one time. It is open five days a week during school term time only, 9am to 3pm operating sessions for children aged 18 months to approximately two and a half years of age from 9.15am until 11.15am on Tuesdays and Thursdays. Children who are approximately two and a half years to three and a half years of age attend Mondays, Wednesdays and Fridays between 9.15am and 11.45am. Children aged three and a half years to under five can attend Monday to Friday between 12.15pm and 2.45pm, with an additional lunch club offered on Tuesday and Thursday for this age range from 11.45am to 12.15pm. There are currently 55 children aged from one to under five years on roll, some of whom receive funding for nursery education. Children come from the local area. The pre-school supports children with special educational needs and/or disabilities.

The pre-school employs six staff, all of whom hold appropriate early years qualifications. The pre-school has just successfully achieved the 'Reflecting on Quality' accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children bloom in this pre-school. Staff, parents and others involved in the care of the children work very closely together to ensure children enjoy an inclusive environment where they feel very safe and secure. The free-flow play environment enables all children to make independent decisions about their play and learning. Resources are exceptionally well deployed to enable each child to pursue their own interests. The committee and staff team demonstrate strong ambition and have a firm commitment to improving and developing the provision. Since achieving accreditation, the extensive improvements to the outside area have greatly enhanced provision, however, the attempts to grow their own vegetables are still ongoing.

What steps need to be taken to improve provision further?

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

- extending children's knowledge and understanding of the world by growing their own food.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted very well because staff are familiar with the extensive safeguarding policies and procedures. All staff have evaluated their safeguarding knowledge and attended additional training to make sure their practice is up-to-date and that children's safety is secured. Risk assessments are thorough and consistently evaluated by staff to guarantee all hazards to children are minimised. The setting works closely with parents to ensure they are fully informed about the health, safety and welfare of their children. Parents unquestionably value the level of service they receive and like the fact that the pre-school puts the individual needs of children ahead of all other priorities. The key person system means that staff are constantly available throughout the day to answer any questions or share comments. The accomplished, close-knit team is well established and this continuity, along with their commitment to working in partnership, has contributed greatly to the quality of the relationships with parents, which are excellent.

The setting has recently successfully completed accreditation. Parents are able to contribute to the process through a questionnaire and ongoing feedback. As a result, a range of improvements have been made to the outdoor area. This includes a gazebo to provide shade, a shed to house outdoor clothing so children can access the garden in all weathers, and a digging area intended for growing vegetables. A strength of the provision is the staff's enthusiasm to continue to reflect on the service they provide. They do this by observing each other's practice and recording how activities or routines can be adjusted in order to enhance the provision for children. This ensures the pre-school has a comprehensive understanding of what needs to be done to secure improvements.

Children who speak English as an additional language benefit from exemplary systems to ensure their individual needs are met. Wide-ranging initial documentation enables staff to gather in-depth information from parents about their children's cultures and home language. Signing is well established to help with essential communication. Staff work closely with parents and professionals involved to meet the needs of children who have special educational needs and/or disabilities. For example, story sacks are provided to assist with speech and language development. All children regardless of ability can take a full and active role in the life of the setting.

Effective deployment of staff throughout the setting means they work successfully as they share their tasks and take collective responsibility for smooth running of sessions. Resources and activities are organised for different sessions according to children's age and stage of development to promote their independence. Furniture and equipment is sturdy and high quality, ensuring children can move around safely in a pleasing environment.

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

Children receive a warm welcome in this high quality pre-school and they are very happy and interested to learn through play. Staff clearly know the children well. As a result, they grow in confidence and show they feel extremely safe and secure. Staff are exceptionally motivated in helping children to keep themselves safe by carrying out regular fire drills and discussing stranger danger.

Children have excellent opportunities to learn how to lead a healthy lifestyle. They choose healthy snacks, such as apples or bananas, from a pictorial menu, which is shared with parents. All children enjoy lots of physical exercise & fresh air all year round. They energetically participate in 'wake and shake' exercising outside to music every day at the start of each session, so they are very familiar with the benefits of exercise on their body. They confidently ask staff if they want to go outside, which ensures they can access the garden as much as they want. They are developing excellent physical skills in walking, running and jumping because of the wide range of equipment and activities available, such as ride-on toys and a slide.

Staff have a comprehensive understanding of how children learn through play. They plan meticulously according to children's interests, needs and individual abilities. For example, a child's interest in volcanoes provides the opportunity to recreate an 'eruption' and learn about what happens when ingredients are combined. Staff observe the children's play and record the results precisely. These extensive written and photographic records are shared with parents, giving opportunities for them to respond on an ongoing basis. Staff consistently praise the children's efforts and achievements and support them not to give up if things don't go to plan to promote committed attitudes to learning.

Children gain skills in technology as they confidently use magnets, programmable toy robots and torches in the sensory light tent, and they take photographs of their favourite places in the garden. Staff actively promote children's learning through play, such as a game to find the missing shape after removing the cloth. Children enthusiastically respond and with the correct shape and colour to the staff member's questions. The 'post office' role play gives opportunities to 'write' a letter to their home address, which will later be posted. They happily join in with stories and action rhymes and are very able to talk about their own lives and feelings.

Children benefit considerably from an extensive range of sensory experiences; they use sand, water and dough on a daily basis, exploring textures, weights and consistencies as they have fun with pouring, scooping and cutting. They enjoy digging outside and burying objects in the mud for other children to find as treasure. Consequently, all children are making excellent progress towards the early learning goals in all six areas of learning.

Children's behaviour is exemplary as adults give clear expectations and set appropriate boundaries to which they respond. The 'Rainbow Rules' displayed on the wall, illustrated by the children, remind them to tidy up after themselves. Circle

time activities help children to consider how best to use their hands and feet using action rhymes. Children play their part in the wider community and progress their knowledge through outings to the cathedral and visiting residents in the local care home. All children bring photos from home of their families and pets, which are displayed on the wall, greatly enhancing their self-esteem and sense of belonging when discussing similarities and differences. All staff are thoroughly committed to inclusive practice, which is a strength of the setting, so children are developing a respect for themselves and others.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----