

Little Rainbows Pre-school

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Little Rainbows Pre-School registered in 2011. It operates from a church hall in Barkingside in the London Borough of Redbridge and is within walking distance of transport facilities and local schools. A maximum of 30 children aged between two and five years may attend the pre-school at any one time. There are currently 13 children on roll. The pre-school is open each weekday from 9.30am to 12:30pm during term time only. Children attend for a variety of different sessions. The pre-school is registered on the Early Years Register. It provides funded early years education for three-and-four-year-olds and supports children who speak English as an additional language. There are three members of staff, all of whom hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and their individual needs are met well. They take part in, and learn from, a varied range of good play experiences although these are not always extended by developing pre-school and home links. Children are safeguarded well and their safety is promoted effectively. Partnerships with parents and others are strong, which helps children to achieve and develop. The pre-school has a good capacity for continuous improvement and self-evaluation is used effectively to improve practice.

What steps need to be taken to improve provision further?

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

- help children make connections between different parts of their life, for example by providing a soft toy that they can take home overnight.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as arrangements for safeguarding are robust and staff undertake regular training. As a result, they know what to do if they have any child protection concerns. They complete detailed risk assessments to minimise any potential risks to children. All required documentation is in place for the good and smooth running of the pre-school. Resources are good, varied, stimulating and help children to learn. They are easily accessible all around the large well-equipped hall. Outdoor toys are safe, exciting and support all areas of children's development. The pre-school borrows toys from the local toy library to extend the range of resources available.

Partnership with other professionals is effective in helping to meet children's individual needs. Staff are skilled at identifying what needs children have and seeking support from specialist agencies. There are currently no children on roll who attend other settings. However, the pre-school is aware of the need to work in partnership with any other settings if the need arises.

Senior staff play an active role in embedding ambition and driving improvement. All staff attend regular training to develop their skills and knowledge in childcare. Self-evaluation has been successful in improving the range of resources being offered to children. The pre-school receives support from the local authority and has 'action plans' in place to build better childcare practice. Equality and diversity is promoted effectively because staff know children's backgrounds well. Many children speak more than one language and staff use their own knowledge of different languages to support them well. Children take part in 'all about me' activities using skin-toned paints to paint their own faces. Photo albums of children's families and friends are placed in the role-play area to help them feel valued. Resources, including dual-language books, reflect differences and children celebrate festivals of many different cultures. This means they learn respect for others and extend their knowledge of the wider world.

Staff have effective relationships with the parents, with whom they share and exchange information. Parents attend regular meetings to discuss their child's progress records. Their views are sought about the pre-school and used to improve practice. Parents receive well-written information about the pre-school and have an allocated notice board. They are invited to stay and play with their children and photographs show them playing with their children in the garden during snowy weather. This helps children to feel secure.

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

Children develop skills for the future as they handle and play with a good variety of programmable toys. They skilfully operate these toys, showing knowledge of how things work. They learn about healthy lifestyles as they enjoy eating a nutritious range of snacks and discuss them with staff. They visit local markets to purchase the foods and talk about the posters of fruits in the snack area. They make healthy snacks themselves, including salads and cheese fajitas which help them to understand which foods are good for them. Children learn good hygiene routines and the importance of washing their hands before and after snacks and after using the toilet. They enjoy physical play in the garden, which they have access to throughout each session.

Children are learning how to stay safe. They learn the expected boundaries for their behaviour and see posters of how to play safely displayed around the hall. This helps them to keep safe and understand why it is important to play safely. Children share and take turns with toys, both inside and outdoors. They take turns using props during story time, showing kindness and patience with each other.

Staff have a good understanding of how children learn and develop. They provide strong and varied learning experiences covering all six areas of learning. They make effective observations and assessments which clearly show how children have progressed since starting. Children are happy and engaged as they try new activities, such as role-play in the garden. They form good relationships with each other and enjoy group games, such as counting and throwing the dice. They have settled in well and enjoy coming to the pre-school. However, they have limited opportunities to make links between their home life and life at pre-school.

Children develop early writing skills using pencils to make marks on paper. They enjoy listening to stories told by staff and are beginning to understand that print carries meaning. They dance to music and move with control and coordination as they run around with streamers. They play with wheeled toys, travelling around in safety in the garden. They create pictures and models with a range of different materials and food boxes. They learn about patterns and early numeracy skills as they count the dots on the dice. They learn about the wider world as they build and construct with large bricks. They find out about their environment by visiting local places of worship, such as the church attached to the pre-school.

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	3
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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