

Rainbow Pre School Playgroup

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

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*.

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Description of the setting

Rainbow Pre School Playgroup is run by a voluntary management committee and was registered at its current premises in 2003. It operates from one main room in Priory Methodist Church, Bedford. The setting serves the local and neighbouring communities. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are daily from 9am until 12noon, with afternoon sessions on Tuesday and Thursday from 12.30pm to 3pm (selected terms only). There is also a lunch club on Monday, Wednesday and Friday, from 12noon to 1pm. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the setting at any one time. There are currently 52 children on roll who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register. It provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at Level 2 and three at Level 3 or above. One staff member is currently working towards a Level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting's genuine commitment to understanding each child and recognising their individuality means that all children are truly respected and are supported in developing a positive sense of self. Children make excellent progress and are offered highly appropriate, yet sensitive support, ensuring that their needs are met and they can participate meaningfully in the activities and daily routines. Staff conscientiously evaluate every area of their work, enabling them to obtain a comprehensive picture of this and to develop practical action plans. Thereby, maintaining a service, which responds positively to the needs of children and their families. Dedicated staff confidently utilise exceptional assessment and planning procedures, meaning that children are offered a creative variety of activities, which reflect their interests and developmental needs. Excellent partnerships with parents, carers and other professionals ensure that children's care is consistent and their welfare is promoted.

What steps need to be taken to improve provision further?

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

- developing further opportunities for children to play outdoors.

The effectiveness of leadership and management of the early years provision

The setting has exceptionally effective safeguarding procedures, meaning that children's well-being is significantly enhanced and their welfare is consistently promoted. All staff have attended additional training and have an excellent understanding of this area. There are robust procedures to ensure that staff and students are suitable to work with children. Comprehensive risk assessments are in place and are frequently reviewed, meaning that children's safety is well promoted. Children gain an excellent understanding of keeping themselves and others safe. For example, during woodwork activities, they learn how to use tools safely.

The manager and senior staff demonstrate a genuine enjoyment of their work and have high aspirations for the ongoing development of the setting. They inspire staff, supporting them in attending further training and developing their roles. This generates a positive environment, where staff are happy and proactive and thereby, inspire children in their play and learning. The setting's meticulous evaluation of every area and activity supports them in developing comprehensive action plans. All changes are clearly prioritised and lead to improvements in the outcomes for children. Recent changes include the development of the outdoor play area, in order to offer children further opportunities. The setting takes the promotion of equality seriously and ensures that this is considered in all aspects of their work. For example, there is a designated staff member responsible for auditing and monitoring this area and ensuring that every child is offered the best possible care and support. Staff make excellent use of all resources, in order to promote children's development. For example, they meticulously plan the layout of the room to make the best use of space and equipment, constantly, changing this to create a welcoming and stimulating environment.

Staff pay close attention to building and maintaining meaningful relationships with parents and carers. They make excellent use of a variety of communication methods to ensure that parents are fully aware of current activities and their child's development. For example, there are regular newsletters, social events and ongoing opportunities for parents to view and contribute to their child's assessment records. The setting also has very good procedures for liaising with other professionals. For example, they work closely with other pre-schools, nurseries and childminders, providing a format to support the exchange of information and thus, ensure that children's care is consistent and their development is promoted.

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

Children make excellent progress in relation to their starting points because staff have a comprehensive understanding of the Early Years Foundation Stage. The

setting is committed to evaluating all areas, in order to monitor children's progress. This, alongside their attention to detail in planning, ensures that all children are offered a wealth of activities that meet their needs exceptionally well.

Comprehensive assessment procedures enable staff to fully understand and plan for each child. This ensures that the overall activity planning accurately reflects the current interests and developmental needs of all children. A key feature of the setting's approach to planning is their flexibility in changing plans at a moment's notice, in order to respond to children's requests and to make the very most of all learning opportunities. Staff confidently encourage children to initiate their play, offering them sensitive support whenever needed. This promotes children's confidence and they are eager to explore and take an active role in their own learning. Children's behaviour demonstrates that they feel safe, as they independently select resources and organise their play.

Creative play opportunities mean that children gain an excellent understanding of the wider world. For example, staff support them in adapting the resources to create imaginative role play areas, including a disco, a campsite, a beach area and a garden centre. Staff also utilise creative opportunities to extend children's learning. For example, children bring in photographs of their pets and work together to make a tally chart to record these. Activities are always carefully adapted, ensuring that all children are included, such as boys' needs are met and their interests are used to help promote their development. For example, after noting that boys were not making full use of the mark-making resources, staff covered a wall with lining paper and left a variety of mark-making resources nearby. All children, with boys in particular, thoroughly enjoyed drawing and making marks on this.

The thoughtful planning and presentation of accessible resources mean that children's play is extended. For example, children use large wooden blocks to build enclosures and pathways for model dinosaurs, carefully balancing them on the structures they have built. They refer to nearby reference books to learn more about the different dinosaurs. Children are offered a wide variety of opportunities to play and learn outside. For example, they have grown a range of plants and vegetables and enjoy using the outdoor area for role play, reading and physical activities. However, this area is not consistently used to the very optimum.

Children's emotional development is sensitively promoted as they develop secure, trusting relationships with staff and other children. Their behaviour is exemplary. They show an excellent understanding of the expected standards of behaviour as they refer to the setting's rules, organise turn-taking and readily share the resources, thus, developing skills for use in future life. All children are highly valued as individuals and engage in an extensive variety of activities and discussions that help them to value diversity and understand the cultures and lifestyles of others. For example, they use a globe and world maps, discussing and researching the different countries and their climates, cultures and beliefs. They also examine themselves in mirrors, recognising their differences and beginning to understand that every person is unique.

The setting's excellent procedures for working with parents and others mean that children, who speak English as an additional language or who have special

educational needs and/or disabilities are consistently offered highly appropriate support. Children are offered numerous opportunities to learn about the uses of information and communication technology and therefore, gain further skills for the future. For example, they use a laptop computer, digital cameras and programmable toys. Children gain an excellent awareness of the relevance of a wide range of health practices. For example, their understanding of the importance of exercise is promoted as they discuss the effects of this, such as feeling hot, being out of breath and having raised heart beats. They compare the difference between children, who have been exercising and those, who have been still.

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 |
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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 | 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 |

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