

Rainbow Pre-School

Inspection report for early years provision

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Inspection date 16/05/2012
Inspector Jacqui West

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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*.

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 Pre-School is owned by a community interest company. It was first registered in 1994 and registered again under the company in 2011. The group operates from a classroom within Westerhope Primary School on the outskirts of Newcastle. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 8.30am to 3.30pm, term time only. The setting serves the local and surrounding areas and children attend for a variety of sessions.

The setting is registered to care for a maximum of 24 children aged from two years to five years at any one time. There are currently 80 children on roll. The setting is registered by Ofsted on the Early Years Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are eight members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 4 in early years, three hold a qualification at level 3 in early years, one member of staff holds a level 2 childcare qualification and two staff are unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is fully committed to providing a welcoming and inclusive environment where all children are truly valued and respected. The stimulating environment gives all children the opportunity to make good progress in their learning and development. Most areas of learning are covered very well. Partnership with parents is outstanding. Children's health is generally well promoted. The manager and her team of staff effectively reflect on their practice, showing a good capacity to maintain 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 opportunities for more able children to regularly use information and communication technology to support their learning
- ensure parents are informed about what can be safely stored if they provide packed lunches.

The effectiveness of leadership and management of the early years provision

Procedures to protect children are outstanding. Staff members fully understand their role with regard to safeguarding children. They are confident and

knowledgeable of the procedures they should take, if they are concerned about a child in their care. Robust procedures are in place for the safe collection of children. Highly effective recruitment, employment and induction procedures are in place and implemented well to protect children. Effective risk assessments are carried out to minimise potential hazards, providing a safe environment for both staff and children. The continuing professional development of staff demonstrates a high level of commitment to further enhancing children's well-being and learning opportunities. Some recent training attended, includes equality diversity and disability awareness, mathematics and numbers and safeguarding. There is a true commitment to equality and inclusion throughout the pre-school and its practice. Staff are extremely good role models for children. They foster a positive attitude to diversity and ensure that children develop respect for individual and differing needs. The effective organisation of space and the good levels of support provided by the staff, allow children to move around safely and independently. This helps children to retain a balance of freedom and safe limits.

The staff team are highly committed to working in partnership with parents. Consequently, excellent partnerships are maintained. The induction procedure is robust and meets the needs of all children. Parents are provided with a detailed range of information that keeps them fully informed about all aspects of the setting. This includes the care, welfare and learning of their children. In addition, a notice board and regular newsletters keep them up-to-date with forthcoming events. Parents are consistently involved in decision making on key matters affecting their children. This is achieved through regular meetings and on-going discussions. Parents speak very highly of the pre-school. Partnerships are well established with other professionals. These make a strong contribution to children's achievements and well-being. The staff team are very friendly, helpful, motivated and committed to improvement. They demonstrate a commitment towards their involvement in the self-evaluation process, in order to benefit the children who attend. Targets set are honest and realistic and build on the good practice already established.

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

Staff have a good understanding of the Early Years Foundation Stage. They provide children with a broad range of activities to support their overall learning. Consequently, children make good progress in their learning and development and clearly enjoy themselves at the pre-school. Children settle quickly and happily on arrival at the pre-school and demonstrate familiarity with group routines. Children are forming friendships with their peers and play cooperatively, learning to take turns, share and compromise. An example of this is, two children building outdoors, sharing the blocks and stacking them in the wheel barrows. Children's communication skills are well promoted as they hold detailed conversations about activities, their experiences, family and lives with staff. Children are captivated during story time by the staffs animated approach and skilful use of props. They confidently identify, colour, size and shapes, as well as playing a role in the story by blowing the 'blue balloon'.

Children show a good awareness of problem solving, reasoning and numeracy concepts. Examples of this are when they play matching games and complete jigsaw puzzles. A variety of creative activities including painting, cutting and sticking, promote children's self-expression while having fun. Children delight in using their imagination, for instance, as they dress up as princesses. They have good opportunities to learn about living things as they grow and care for plants from seed. Children develop their skills for the future as they access interactive resources, such as, programmable toys and compact disc players. However, a range of equipment suitable for more able children is not readily available. This has a slightly negative impact on their ability to practise such skills. Staff have high expectations for children's progress and use information well to plan activities that reflect their interests and learning preferences. Written observations of children at play are recorded, to establish their natural interests and capabilities. This information is used to plan a wide range of challenging activities, both for inside and outside play.

Children are cared for in clean, well-maintained premises that benefit from natural light. Children demonstrate a strong sense of belonging and show a very good understanding of how to keep themselves safe. They practise the evacuation procedure regularly and use a range of tools and resources safely. Children risk assess during play. An example of this is where a child requests the support of staff to walk along the balancing beam. Children enjoy a wide variety of experiences that promote a healthy lifestyle. They have daily access to various types of equipment to support their physical development, including large outdoor climbing equipment. This enables children to develop muscle tone and coordination. They take part in imaginative food related activities, such as the three bears, as they make and taste porridge. Parents provide the children with a packed lunch. Staff do inform parents about appropriate food content. However, not about how perishable foods can be safely stored and this has a slight impact on keeping the food fresh. Children demonstrate a good understanding of simple personal hygiene practices as part of the daily routine, such as hand washing before lunch and the safe disposal of tissues. A clear sickness policy offers parents and carers information about exclusion periods for children, who are unwell, ensuring that they are not placed at risk of infection and illness. Documentation is well-organised and clear records are in place, readily available and stored securely to protect confidentiality.

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	1
The effectiveness of safeguarding	1
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	1

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	1
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