

# Rainbows End Pre-school

Chells Community Association, Mobbsbury Way, Stevenage, Hertfordshire, SG2 0HT

<b>Inspection date</b>	03/10/2012
Previous inspection date	12/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a secure knowledge and understanding of the Early Years Foundation Stage. They are aware of how young children learn and make effective use of opportunities to promote children's learning through play and group activities.
- The effective planning and assessment procedures and stimulating environment ensure that children are offered a wide variety of activities and resources that engage them and build on their individual interests.
- Children feel safe and secure in their relationships with staff and the implementation of an appropriate key person system improves relationships with the children and their families. There is a high degree of trust and an appreciation of the help given, particularly in gaining specialist help and support.
- All children are settled, motivated and keen to explore and learn. They demonstrate high levels of independence and curiosity. They have positive attitudes to learning and trying new experiences and are therefore well prepared for school and future learning.

### It is not yet outstanding because

- Systems to monitor the progress different groups of children make have not yet been introduced.
- The premises are not totally secure as users of the building can potentially watch the children through the main doors.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main play room and the outside environment.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of other documentation.
- The inspector held a meeting with the manager of the pre-school.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Susan Ennis

## Full Report

### Information about the setting

Rainbows End Pre-School has been open since 1989. It is a committee run pre-school and operates from within The Timebridge Community Centre, situated in the Chells area of Stevenage, Hertfordshire close to schools and shops. The centre is also used by other community groups whilst the pre-school is in operation. The provision operates from one hall, which is available for sole use, during the hours of the pre-school and children have access to a fully enclosed garden. The kitchen and toilet facilities are shared with the centre.

The provision is open each weekday during term-time. The pre-school provides five morning sessions for older children and two afternoon sessions on a Monday and Thursday for younger children. Sessions are from 9.15am to 12.15pm and 1pm to 3pm. The setting receives early years funding for three and four year olds.

The provision is registered on the Early Years Rears Register and there are currently 44 children on roll. There are six staff members. Of these, all hold relevant childcare qualifications. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- introduce systems for monitoring progress in relation to different groups of children in order to be able to track any group falling behind their peers or below their expected developmental bands
- enhance security of the premises by ensuring that the children cannot be watched by other users of the building.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. They provide interesting and challenging experiences that give depth and breadth across the seven areas of learning. For example, children make paper plate faces from looking in a mirror and studying their own features. They then use a range of different materials to make their face on the plate with the finished articles depicting their own uniqueness and individuality. Staff then extend children's thinking of themselves by including songs such as 'Head, shoulders, knees and toes' into the activity to encourage children's knowledge of other body parts.

Effective systems of observation and assessment ensure that children are monitored in their development across the prime and specific areas of learning. Staff have high expectations of the children based on accurate assessment of their starting points. Staff work effectively with parents to establish where the children are in their development and then use this information to plan for their next steps and further progress. Good communication procedures give parents opportunities to understand and learn about the requirements of the Early Years Foundation Stage. Daily interaction, parent consultations and newsletters ensure that relevant information is shared regarding their children's welfare and progress. Parents are encouraged to share children's achievements from home to be included on the 'wow' tree and in learning journeys. They are also helped to support their children's learning as they are encouraged to help their child choose a book

from the loan box to be read and enjoyed together at home.

The well-resourced learning environment, organisation of planning and practitioners secure knowledge of children's targets helps to ensure that every opportunity is made to support and extend children's learning across all areas. For example, following a bread-making activity, staff provide paint brushes to make marks in the flour as staff noticed them doing this while kneading their dough. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. For example, children are asked to remove their socks and shoes to be hidden under a blanket. They then use their matching and sorting skills to identify their own items and their self-care skills as they learn to put them back on. Children are encouraged to use their independence to select what they want to do. Some take a member of staff to the cupboard to find what they are looking for whilst others select resources from those made freely accessible. They enjoy using the crimping shears to make 'zig zag' patterns on paper and use their maths skills to count how many smaller pieces of paper they have cut.

### **The contribution of the early years provision to the well-being of children**

Staff have a mostly good understanding of safety issues and give effective priority to children's safety. All areas used by the children are effectively checked and risk assessed. Staff monitor visitors to the setting and use a walkie talkie system when outside to alert the staff inside when their support is needed. However, as the building containing the pre-school hall is used by other people in the community, there is scope to further enhance children's safety by covering the glass panels in the door to deter potential onlookers. Children are consistently made aware of the safety procedures in place. They are sensitively reminded to walk when inside and not to throw the rice into the air as it might hurt if one of their friends gets a grain of rice in their eye. When asked how they go into the garden, they confidently answer that they must walk behind a member of staff. Themes around road safety and visits from the local police officer increase children's understanding of their own safety and the environment they live in. Children are given clear messages to ensure that they develop a good understanding of healthy eating and the need for physical exercise. Their dietary needs are fully discussed at the start of the placement and adhered to. They are able to choose which items they would like for snack and the availability of small jugs enhances children's independence by enabling them to pour their own drinks. They make active use of the outside play area as they swing on the rope tyre and negotiate the space on the sit and ride toys. They are also becoming aware of their own capabilities and the risks involved with some of their play. For example, they are encouraged to climb on the apparatus themselves with staff monitoring the situation in case their support is needed.

The staff team are good, calm role models for the children. They provide clear guidance about acceptable behaviour and are consistent in the strategies used. Children are learning about emotions as during the self-registration process they place their name next to the picture depicting their mood. During any disagreements with others they are also encouraged to think about how their friend is feeling and what they can do to make them feel better. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. They display high levels of confidence and self-esteem

and cooperate with their peers in taking responsibility for the provision. For example, they join in enthusiastically when it is tidy up time and are polite to their friends when they are passed a toy they want to play with. Children are well-prepared for the next stage in their learning as they get to know their new teachers who visit the setting. Transition procedures ensure that all relevant information is shared and staff ensure that all children are supported individually in any changes or moves that take place. They provide samples of the school uniforms likely to be used by the children and have pictures of their 'Big school' displayed for them to become used to.

The successful implementation of the key person system helps children form secure attachments and promotes their well-being. This provides a strong basis for them to develop their independence and exploration. For example, they move with confidence around the setting secure in the knowledge that they can go to the staff when and if they need support. Staff intently listen to and take an interest in what the children have to say. When they talk about wanting a princess castle, activities are planned to incorporate their ideas. When a child arrives with Mehndi patterns on their hands a picture is taken to place in their special book respecting what they have done.

### **The effectiveness of the leadership and management of the early years provision**

Leadership of the setting sets high aspirations for quality. Accurate identification of priorities through monitoring and implementation provides continued and systematic improvement to the quality of the provision. They self-challenge their practice and are proactive in implementing change if required or requested. For example, when parents ask for more information about the daily activities action is taken to meet their request. An easel is placed in the foyer with details of the activities enjoyed by the children. For example, the bread-making activity that links into a visit to the local church for Harvest festival. Parents' views are incorporated into the monitoring processes as they are asked to complete annual questionnaires about the setting. Positive comments received during the inspection process include 'The staff are always really friendly, very supportive and they know what they are doing'.

The setting's arrangements for safeguarding are mostly comprehensive and ensure that children's welfare is effectively prioritised and promoted. Staff have a strong understanding of the procedures to follow and have all attended safeguarding training to improve their knowledge. The robust recruitment, induction and performance management systems in place ensure that staff strengths are valued and recognised and that targets are set from identified areas for improvement.

There are effective systems for observing, assessing and monitoring children's progress. Staff liaise closely with a range of professionals and work together to support children and their families. Staff build strong relationships with parents which enables them to play a full and active role in their children's learning. However, management have yet to introduce a wider tracking system to monitor the different groups of children, in order to identify any group falling behind their peers or below their expected achievements.

Staff at the setting create an environment that is welcoming, safe and stimulating. Children enjoy their learning and grow in confidence enjoying their early years' experience and securing their future progress.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

Unique reference number	146443
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<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	817902
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	44
<b>Name of provider</b>	CHELLS COMMUNITY ASSOCIATION
<b>Date of previous inspection</b>	12/05/2010
<b>Telephone number</b>	01438 355458

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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