

Rainbow Preschool (Galleywood)

Galleywood Heritage Centre, The Common, Galleywood, CHELMSFORD, CM2 8TR

Inspection date

Previous inspection date

25/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children's good health and well-being is supported, as the pre-school ensures that they are given healthy, balanced and nutritious food at snack time.
- Staff have a secure knowledge of the Early Years Foundation Stage and use observations and assessment to plan for children's next steps in their learning. This means that children make good progress in relation to their starting points.
- Children's safety is given a high priority as staff take all the necessary steps to keep them healthy and safe.
- Children are settled, secure and show a good sense of belonging in the pre-school, as they have formed trusting relationships with the staff that care for them.

It is not yet outstanding because

- Children are not able to prepare their own snack, which means that they are not fully supported to become independent and take responsibility for their own dietary needs.
- Opportunities for children to develop early writing skills within role play are limited, which means that they are not fully supported to develop an awareness of writing for a purpose. For example, writing a shopping list.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor environment.
- The inspector held discussions with the manager and the staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed and looked at evidence of suitability and qualifications of staff working with children.

Inspector

Sue Mann

Full Report

Information about the setting

Rainbow Pre-School (Galleywood) registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from the main hall of The Heritage Centre in Galleywood, Chelmsford and is privately owned. There is an area available for outdoor play, which is not fully enclosed. The pre-school serves the local area and is accessible to all children.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3.

The pre-school opens Monday, Wednesday and Friday, term time only. Sessions are from 9.30am until 2.30pm. There are currently 12 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen opportunities for children to develop early writing skills during role play, by enhancing the range of mark-making resources available to them
- provide opportunities for children to prepare their own snacks, in order to promote their independence skills and take responsibility for their own dietary needs.

Inspection judgements

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

Children make good progress in their learning and development as staff demonstrate a secure knowledge of the Early Years Foundation Stage. Regular observations on what children can do, enables staff to maintain clear records of the progress each child is making. Staff use this information, as well as children's interests, to guide individualised planning and ensure that activities are relevant to their interests. Regular assessment of children's current stages of learning and development enables staff to effectively plan to support their next steps. This ensures that all children make consistent progress in their learning and development in relation to their starting points. Parents are encouraged to be involved in their child's learning. This is achieved through parents being invited to parents' evenings and by staff preparing half-termly reports.

Children have many opportunities to develop their speaking and listening skills through discussions and talking about what they are doing. Staff support children by using open-ended questioning, which allows them to think their ideas through and make connections between different parts of their life experiences. For example, children sit with staff and discuss growing fresh vegetables in the garden. They talk about the cress, which they grew earlier in the term and how well it grew. They enjoy planting parsley seeds in yogurt pots, making predictions as to how well they think it will grow this time. Staff ask the children what they think would help the seeds grow, giving them time and space to think their ideas through. Children reply correctly that the seeds need water and sunshine to grow. This supportive practice makes children feel valued and motivated to share their

ideas.

Children are well supported in the prime and specific areas of learning, as there are many exciting resources to choose from. Resources are easily accessible around the room, which enables children to make choices as to what they would like to play with. A good selection of books is available for children to share with their friends or staff. The pre-school offers children the opportunity to choose a book to take home and share with their parents. They take it in turns to choose their next book, before placing it in their book bags, ready to take home. This supports children's early reading skills and helps develop a love of books. Children have opportunities to develop early writing skills in the mark-making area. However, children are unable to explore writing for a purpose in role play areas. For example, writing shopping lists or taking telephone messages as mark-making resources are not provided for imaginary play.

Children enjoy daily opportunities to play outside in the area surrounding the hall. They enjoy playing in the sand pit and riding around on bicycles. There are many opportunities for children to enjoy walks and observe the changes in the environment around them as fields and woodland surround the pre-school. This helps children to develop their physical skills and supports their good health and well-being. Children enjoy playing with simple technological toys, such as, toy laptops, telephones and cameras. They enjoy pretending to be maintenance workers and go around the room, fixing the 'broken' toys, wearing their high visibility vests and tool belts. This helps to develop children's imaginative skills by engaging in play based on own experiences. Staff encourage children to help tidy up after finishing with an activity, which helps them to learn how to care for toys and keep their environment safe. Children play in an environment where staff actively promotes equality of opportunity and anti-discriminatory practice for all children. Although, the pre-school does not currently support any children with English as an additional language or those with special needs and/or disabilities, they have links with relevant professionals, such as speech therapists. This enables staff to seek support and advice if required to ensure that all children have support to make good progress in relation to their starting points.

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

Children arrive at the pre-school, happy and eager to begin playing. Time spent talking to the parents at the start of any new care arrangement, enables staff to support new children to help them settle into the pre-school. Therefore, children develop a strong sense of belonging as they have secure bonds with their key person. Children play well together as staff support their understanding of turn taking and sharing resources. Staff model good social manners, ensuring that they use 'please' and 'thank you' when interacting with the children. This means that children learn how to be polite when talking to staff and each other.

Thorough hygiene routines and plenty of fresh air support children's good health and well-being. Children have daily access to the outdoor space, which provides good opportunities for them to develop an understanding of the importance of physical exercise. They enjoy their healthy and nutritious snacks, which include wholemeal toast and a variety of fresh

fruits. However, all snack foods are prepared by staff, which means that children do not have opportunities to learn how to use knives and prepare their own snacks. Staff ensure that any allergies or cultural dietary preferences are recorded in child record forms, which enables staff to be aware of children's individual dietary needs. This ensures that children are not given any foods identified to cause allergic reactions or are against religious beliefs. Parents provide packed lunches at lunchtime. Children and staff all sit down together to eat their lunches. This allows children to enjoy the social side of mealtimes, talking to the staff and their friends.

The pre-school has links with the local school, which enables reception teachers to come and visit the children in familiar surroundings. Children visit the school, with the pre-school staff, where they spend some time getting to know the school routines and enjoy having lunch in the school hall. This allows children to become accustomed to the school environment and supports their transition into school.

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

The manager has a clear understanding of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Policies are up to date, reflecting changes in legislation, as the manager and staff review and update them as necessary. Children are safeguarded well, as all staff are aware of their responsibilities in keeping them safe. Staff ensure that they have up-to-date knowledge of safeguarding procedures by attending regular child protection training. This means that staff know what to do should they have a concern about a child. Regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency.

Arrangements for recruiting new staff in the pre-school are robust, all staff complete thorough background checks and inductions, which ensure that they are suitable to be working with children. Doors into the main hall are locked while the children are in the pre-school, which means that only known adults are able to collect them. Good risk assessment and thorough daily visual checks of the indoor and outside environment means that the setting is safe for the children, who attend. This is especially important as the hall is used for public functions outside the pre-school times.

Self-evaluation takes account of the views of the parents and children. However, parents do not return questionnaires and so staff seek parental views through verbal conversations. This allows the pre-school to plan effectively to move the pre-school forward and improve the quality of care and education. Staff have opportunities to put forward their views through regular staff meetings and supervision, which is carried out monthly. This enables staff to have a say in how the pre-school is managed and identify any additional training needs, which they may have. Staff access a range of training opportunities through the local council's training programme, which allows them to update their skills and knowledge and improve their practice.

The manager understands her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She and her deputy carry out regular

monitoring checks on children's learning journals to ensure that all staff are able to identify children's current stages of learning. This information supports children's progress towards the early learning goals. Staff work hard to form strong relationships with the parents, which ensures that continuity of children's care routines is maintained. Information for parents is available on posters and letters, inviting them into the pre-school to review their children's progress. Staff are constantly looking for new ways to engage with parents and encourage them into the pre-school. For example, staff use posters to invite parents into the pre-school, to review their children's progress in their learning journals. Partnerships with external agencies and other providers are well established and make a strong contribution to meeting children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY453086
Local authority	Essex
Inspection number	881677
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	12
Name of provider	Maureen Lee
Date of previous inspection	Not applicable
Telephone number	01245 476958

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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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