

Rainbows Pre-School

Aveley Methodist Church, Shannon Way, Aveley, SOUTH OCKENDON, Essex, RM15 4QX

Inspection date

05/06/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children make progress in the prime areas, particularly speech and language development, as the staff caring for them understand how to speak to children and take time to listen to their responses.
- Well thought out support for children with special educational needs and/or disabilities ensures that they are included and make progress in their learning and development.
- The manager has a vision for future development and is taking steps to tackle identified weaknesses to bring about improvements.

It is not yet good because

- The quality of teaching is inconsistent as some staff are less secure in planning and delivering activities which engage and challenge children to meet their learning and development needs fully.
- The organisation of sessions currently leaves children occasionally waiting for adults to be ready, meaning that there is some unproductive time for children when they are not fully engaged in worthwhile activities.
- Risk assessments are not fully effective in identifying and reducing all hazards to children, at times they are exposed to unsafe areas.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector interacted with, and observed, children at play and during routine care, indoors and outside.
- The inspector held discussions with the manager and deputy, and other staff.
- The inspector viewed a sample of documentation including evidence of staff suitability, certificates, and children's developmental records.
- The inspector took account of the views of parents on the day of the inspection.

Inspector

Sarah Williams

Full Report

Information about the setting

Rainbow Pre-school was registered in 2012 and is on the Early Years Register. It operates from a church hall in Aveley, Essex. The pre-school is accessible for all, including wheelchair users. Children come from the immediate and surrounding areas. There are two main rooms and an enclosed garden for outside play. The pre-school supports children with special educational needs and/or disabilities. It receives funding for the provision of free early education to two-, three- and four-year-old children. There are currently 37 children on roll.

The pre-school is open Monday to Friday 9am to 3pm during term time only. There are five staff, including the owner who is also the manager. Of these, three are qualified to level 3 and above. Two staff are currently working towards a childcare qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement effective risk assessments so that children are not exposed to hazards in the outdoor environment to ensure their safety and well-being.

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

- review the organisation of sessions so that children are not kept waiting for adults: make full use of the time available to provide planned, purposeful play for children to maximise their learning.
- review the monitoring staff performance to more effectively identify and improve on inconsistencies in their practice, with specific regard to how they challenge children's thinking.

Inspection judgements

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

Children make satisfactory progress in their learning and development. Staff promote the prime area of speaking and listening with children effectively, for example, by helping them understand what is required from them and allowing them to express their ideas. For example, a staff member acts as a model for some children who have set up a hairdresser role play game, and allows them to develop imaginary play ideas. Children

have use of a large playroom set out into different areas, and an ancillary room. They enjoy play in the outdoor area which is mainly grassed. Currently, the organisation of sessions includes some times when children are kept waiting for adults, therefore, they are not always fully engaged in meaningful or worthwhile activities.

Children use the garden for physical play on a selection of wheeled toys. They play with sand and water, mixing them to see what happens. Staff help children understand that mini-beasts they find need to be treated with care as they are fragile. Children enjoy looking at a caterpillar and a spider. A covered area in one corner of the garden has a space where books can be enjoyed, and children can use the playhouse for role play. Children access pencils and paper for free writing and drawing, and proudly talk about their pictures. Some older children attempt writing their own names, demonstrating a readiness for school. While children can self-select from the resources available, and steer their own learning, at times the less effective adult support results in staff not always taking action to fully challenge children and promote their creative thinking. This is because some staff are less secure in how to promote children's active learning and are preoccupied with routine tasks.

A learning journey record charts children's progress and contains some examples of their work. Staff make use of guidance documents, such as Development matters in the Early Years Foundation Stage to track children and match their level of development to an expected level, thereby highlighting any areas where additional help may be required. This system is used for the development check at age two, and the outcome is shared with parents. Parents are involved in programmes and regularly reviewed individual plans. Consequently, children benefit from the shared approach to their learning. Staff work closely with parents of children with special educational needs and/or disabilities and adapt their interactions to ensure all children are included appropriately in activities.

Staff at the pre-school have made contact with several feeder schools in the area so that children can be prepared for the transition to reception class. For children who attend other settings delivering early years education, link books are in place to ensure vital information is shared.

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

Children show that they feel a sense of belonging as they form attachments with the adults caring for them, and friendships with their peers. The key person system encourages parents to communicate informally and be aware of what their child has been doing. The settling-in period is flexible and staff appreciate that children are individuals who will take different lengths of time to adjust to new surroundings. Next steps for children's learning are suggested and parents can continue the learning at home.

Most children behave well and are beginning to learn right from wrong. They understand the routines and expectations of staff to be kind to one another. However, staff do not always help to develop children's understanding further by promoting walking indoors. Additionally, some areas of the outside area are hazardous, such as the nettles, open drains and unprotected low-level glass.

Children enjoy a sociable snack time with crackers, fruit and a drink of milk or water. They are involved in pouring their own drinks, with assistance, and tidying away their used plates and cups, promoting a sense of independence and self-care. Children approach staff for help and reassurance, for example, to find lost shoes or change clothes that have become wet at the water tray.

Parents report that staff are approachable and friendly and they feel welcome at the pre-school. Parents say that they appreciate the support they receive, particularly where children have additional needs.

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

The leadership and management team are forward-looking and have realistic and achievable aspirations for the provision. The emphasis for the provider in the last few months has been on establishing improved practices and routines under new leadership, and ensuring that the transition is managed smoothly. The local authority is working closely with the pre-school to place support in areas identified for development, an example being the focus on developing the system for monitoring staff performance. This advice and guidance is welcomed and helps to promote continuous improvement.

Parents' and children's views are considered and included in plans for future development. A questionnaire helps parents make suggestions and express their views. They can also access the pre-school policies and procedures and comment on matters that interest them during informal chats at pick up time, when staff make themselves available.

Robust procedures for recruitment and appraisal for ensuring ongoing suitability of all staff working with children mean that they are cared for by suitably qualified and experienced staff. Students on placement are welcomed and work well with the children, providing a valuable asset to the staff team. All staff have a secure knowledge of safeguarding matters including child protection procedures, so they are confident in what action to take if they are concerned about a child. The manager takes lead responsibility for safeguarding and has attended specialised training. Appropriate procedures are followed if children require first aid or emergency medical attention. Staff carry out some safety checks on the premises and equipment, but risk assessments are not sufficiently robust to identify all potential hazards and the action required to fully ensure children's safety.

The partnership with parents and the two-way flow of information is valued and generally effective. Parents are included and kept up-to-date with events and activities by an occasional newsletter. There are regular, planned parent consultation sessions when the child's development is discussed in detail. The pre-school has successfully completed several two year progress checks for children and shared the outcome with parents.

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 action. 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	EY457456
Local authority	Thurrock
Inspection number	896353
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	37
Name of provider	Emma Louise Salmon
Date of previous inspection	not applicable
Telephone number	07557022821

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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, which are usually the childminder's 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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