

New Rainbow Pre-School

11-13 Croasdale Avenue, Mirehouse, WHITEHAVEN, Cumbria, CA28 9SN

Inspection date

01/08/2013

Previous inspection date

17/11/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 settle particularly well at the setting, because key persons get to know the children and families exceptionally well. The environment is warm, friendly and inviting.
- Children make very good progress because practitioners have a high level of knowledge and understanding with regard to child development and how children learn.
- The management of the pre-school is efficient and well-organised. As a result, children thrive in an environment that is safe, secure and stimulating.
- Children are kept extremely safe in the pre-school because there is a strong emphasis placed on the safeguarding of children, by experienced well-trained staff.

It is not yet outstanding because

- Many activities are adult-directed when group numbers are lower than usual. This results in some children occasionally having less freedom to choose and think for themselves.
- There is scope to gather more of the views and opinions of children. This will enhance the self-evaluation of the pre-school and help make even further improvements.

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 had a tour of the ground floor premises including inside and outside areas where children play.
- The inspector viewed a variety of relevant documentation. This included policies and procedures, staffing files, registration forms, risk assessments and accident forms.
- The inspector discussed aspects of policy and practice with the staff.
- The inspector undertook a joint observation with the manager and a group of children.
- The inspector spoke to parents and carers, taking their views into account.

Inspector

Janice Caryl

Full Report

Information about the setting

The New Rainbow Pre-School was registered in 1987 and is on the Early Years Register. It is situated in a pair of converted semi-detached houses in the Mirehouse area of Whitehaven and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from one main playroom, has open plan kitchen facilities, and a cloakroom. There is an enclosed area available for outdoor play.

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

The pre-school opens Monday to Friday for 50 weeks of the year. Sessions are from 9am until 12pm. The pre-school currently operates mornings only, but they hope to extend their hours in the future to include afternoon sessions from 12.30 until 3.30pm. Children attend for a variety of sessions. There are currently 14 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. They are members of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance opportunities to encourage children to independently choose, think and problem solve when numbers within the group are small. For example, by observing from a distance rather than becoming overly involved in their play
- incorporate children's views and opinions more into the self-evaluation of the pre-school. For example, encourage children to use digital cameras to take photographs of activities and areas that they like or dislike.

Inspection judgements

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

The activities and experiences that are offered to children are exciting, stimulating, broad and balanced. This is due to the commitment and dedication of the manager and practitioners. Their level of understanding of how to promote learning and support children in making good progress is deep. Information gathered from parents and carers when children first start at the setting helps key persons get to know the uniqueness of children well. Initial assessments are enhanced by continuous observations that help to identify children's developmental stage and individual interests. Children aged between

two years and three years have the progress check completed in a timely fashion. This is shared with parents and carers and ensures that any specific areas for development are identified early and appropriate intervention put in place, if necessary. Children are further supported in making good progress because practitioners have high aspirations for children. Planning and implementation of their next steps in learning are completed at the earliest opportunity. This helps to keep children interested and motivated. As a result, the levels of learning through play are extended and children make good progress in preparation for their move into school.

Children are happily engaged in their play alongside practitioners who support them constantly. Children feel the bubbles, clap their hands together and show delight as they scatter the foam. Practitioners encourage and model counting to see how many puffs of air it takes to blow the bubbles away. This helps children develop mathematical skills while learning through sensory exploration. Children's communication and language skills are developed as they show their enthusiasm when taking part in a listening game. Practitioners draw children's attention to the cards. They maintain their interest as they show and describe the pictures and model the sounds that are heard on the disc. Children hold their ears as they imitate the adults to show they are listening and excitedly talk about the fireworks sound and thundering and lightening. Children's emotional well-being is also fostered because children are able to talk about loud and sometimes scary noises, in a safe and comfortable environment. Children talk about the windy weather and have opportunities to fly their kites outside, helping them learn about the weather and its elements. Children learn about rhythm and sound as they explore the musical instrument inside and outside. Children learn about 'opposites' as they are instructed to 'stop' and 'go', and play 'loud' and 'quiet'. Children also learn to coordinate their movements as they practice these skills. Practitioners demonstrate an understanding of the need for children to engage in their own play much of the time. However, they intervene in children's play much of the time due to the small numbers of children attending. Consequently, children are not always given time and space to explore independently, think for themselves or always solve their own problems.

Parents are kept fully informed about their children's progress. They are provided with a progress report each term, make comments and discuss children's progress with their child's key person. They are also invited to comment in their child's key-worker book. As a result, parents and carers feel valued and respected because of this full involvement in their children's care and education. Parents further contribute to their children's learning through the use of a 'parents observation book' that is sent home. This means that children's home experiences are included in the planning of activities, helping to maintain continuity of care and learning. Each monthly newsletter that is sent home and displayed in the entrance hall contains a new rhyme for children to learn. The manager discusses the success of this as children are demonstrating familiarity with the rhyme when they attend their sessions. This also benefits parents and carers as they learn the rhymes along with their children.

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

The pre-school practitioners ensure that the environment is warm, friendly and inviting for the children on arrival. Consequently, children come in excitedly and enthusiastically, confidently accessing the resources that are on offer. New children settle quickly because key person relationships are strong. These are established through highly effective communication links with parents and families and highly skilled practitioners who understand children's unique and individual needs. Children are highly respected and valued by practitioners. They demonstrate this by listening to children and responding to their needs immediately. Children are supported in managing their own behaviour through clear and consistent messages suited to their age and development. They are taught to respect their environment and the resources within it. Shadow pictures help children to place toys and equipment in the correct places as children are encouraged to tidy up and put everything away. Parents are kept informed and supported in managing their children's behaviour at home. This helps children learn because of the consistency between the home and the setting.

Children's independence is fostered well as they try hard to put on their own wet play suits and boots before going outside to play in the rain and the puddles. Children enjoy jumping in the puddles that have been coloured with paint, motivating them to jump even more as they see the paint colours mix. This helps children develop their physical skills while exploring and observing colours mixing. Practitioners talk to children about the effects that exercise has on their bodies. Children have opportunities to ride bikes and trucks, balance and climb giving children a basic understanding of how their bodies work and the need to be active to remain healthy. Children are supported in developing their independence further as they are encouraged to wash hands after playing outside and before eating their snack. They competently explain why this is necessary. Practitioners are very good role models as they clearly explain to children that they are going to wash their own hands before getting the prepared snack. They wear aprons as they set the table with food that is healthy and nutritious, consisting of sandwiches, fresh fruit, milk or water. Consequently, children learn and develop good hygiene practices.

Children's safety is a high priority in the setting. They are confident when exploring their surroundings and reminded by practitioners that the rain may have made some wooden areas slippery. This helps children learn to take risks in a safe and manageable way. Practitioners encourage children to look at their surroundings and highlight potential dangers when out on walks. For example, children are taught about road safety and 'stranger danger', further helping children to be aware of risks. Children that attend other settings, or preparing to go to school, are supported well by very good communication links. Key person books are shared between providers showing what activities and opportunities children have been involved in. This benefits children because there is consistency in learning and development. Children preparing for school are supported by practitioners who share relevant documentation and make visits with children when appropriate. As a result, children's emotional well-being is fostered well, helping to make any impending moves easier.

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

The manager and practitioners have an excellent knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, the programme of activities helps children make very good progress towards the early learning goals through consistent and reflective monitoring. The manager provides strong leadership and regularly holds staff assessment meetings to ensure that children are developing towards the expected levels within the early learning goals. This means that any gaps in children's learning and development is identified early and appropriate intervention put into place, if necessary.

Safeguarding of children is a high priority and all practitioners are well-trained in child protection procedures. The manager demonstrates, through discussion, a high level of knowledge and understanding of the procedures to take, if there is a cause for concern. This helps to ensure children are well protected from harm or abuse. Security is tight and visitors are vetted and requested to sign in. This means children can play freely and parents can be confident that their children are well protected. Robust risk assessments on all areas are completed regularly and practitioners check all the areas for potential hazards. This further ensures that children remain safe as they play. Policies and procedures are comprehensive and well written, helping to ensure they are easily understood and adhered to. They are reviewed regularly by the management committee and available for parents and carers to read. Consequently, they are implemented consistently, helping to secure the safe and efficient management of the pre-school. Recruitment, induction and supervision procedures are robust for staff and students. As a result, children benefit from practitioners who are vetted and monitored to ensure high standards are maintained. The management committee and the manager complete appraisals on an annual basis, supporting staff in their personal and professional careers. This results in practitioners who are highly skilled and motivated because they have access to continuous professional development opportunities that meet their needs and benefit children.

Self-evaluation is very thorough with the management committee and manager constantly critically reflecting on the pre-school programme and procedures. This means that there is a high level of awareness of the pre-schools strengths and areas for development. The views of parents, practitioners and to some extent, the children, are taken into consideration through the use of questionnaires, discussions and use of key-worker books and a comments book. However, there is room to extend the opportunities for children to express their views and opinions, thus enhancing the whole self-evaluation process. The partnership with parents is excellent as they are continuously kept informed of all aspects connected with the pre-school. For example, the entrance hall displays a wealth of information, including for example, planning of activities, information about the Early Years Foundation Stage, leaflets and information about supporting their children at home and a copy of the monthly newsletter. The manager has good links with external agencies which helps to support children and their families through effective communication links. Partnerships with other providers and schools are well established, which helps to ensure that children's needs are met through consistency of care and learning and in preparation for any transitions.

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	EY403267
Local authority	Cumbria
Inspection number	874133
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	14
Name of provider	New Rainbow Pre-School Committee
Date of previous inspection	17/11/2010
Telephone number	07597697012

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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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