

# Rainbow Pre-School

Bysing Wood CP School, Lower Road, Faversham, Kent, ME13 7NU

## Inspection date

20/09/2013

Previous inspection date

05/03/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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

- The key person system is secure and enables children to build sound relationships with the staff to promote their confidence and self-esteem.
- Children have daily opportunities to move freely between outdoors and inside, enabling them to play where they learn best.
- Children's personal, social and emotional needs are addressed by the staff to enable a secure settling in procedure for each child.

### It is not yet good because

- The leadership and management have experienced changes in staffing recently resulting in new evaluation systems being implemented but not fully embedded.
- Systems to monitor the effectiveness of children's progress in their learning and development are not fully implemented, resulting in some activities lacking challenge for the more able children.
- The environment is welcoming to children but labels are limited and as a result mathematics and literacy are not well promoted through the use of purposeful signs around the setting.

## 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 spent the majority of the inspection observing the interaction between the staff and children, both indoors and outside.
- The inspector reviewed a sample of documentation including safeguarding procedures and the pre-school's policies and general procedures.
- The inspector discussed leadership issues with the acting manager.
- The inspector obtained the views of some parents through discussion.

### Inspector

Jane Wakelen

## Full Report

### Information about the setting

Rainbow Pre-School registered in 2004. It operates from a classroom based within Bysing Wood Children Centre located at the rear of Bysing Wood Primary School, in Faversham, Kent. Children have access to a secure enclosed outdoor area. The pre-school is open each weekday from 9am to 3pm, except Wednesdays when it is open 9am to 12noon, term time only.

The pre-school is registered on the Early Years Register and has 26 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-olds.

The pre-school employs five staff who all hold appropriate early years qualifications. The premises has disabled access.

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

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

- implement a system of monitoring and self-evaluation to identify strengths and weaknesses, to drive improvement that support children's achievements.

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

- further develop the observation and assessment process to identify learning that has taken place to plan challenging and enjoyable activities for children's next steps in their development
- improve opportunities for children to develop their literacy skills and see purposeful labelling in the environment to promote their understanding of number and familiar words, letters and sounds.

## Inspection judgements

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

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They provide a variety of activities for the children to promote their learning in all areas. As a result, children make satisfactory progress in their

development. Staff carry out regular observations and create children's learning journals including photographs and their pictures. They use the information obtained to complete children's next steps for learning to inform the planning. However, some staff do not identify all the learning that has taken place and as a result some of the planned next steps do not extend children's learning or provide exciting, challenging opportunities. Consequently, this has an impact on the concentration levels of some children and the progress they make. Parents are encouraged to contribute to the learning journals, although systems are not fully established. Parents provide initial information on entry to the setting to inform staff about their children's starting points. They are encouraged to contribute to the progress check for two-year-old children that is shared with health visitors. Staff talk to the parents on a daily basis providing verbal feedback about their child's day and providing a good two-way flow of conversation.

Children arrive confidently and settle well. They develop secure relationships with their key person who they approach when needing reassurance or for help. Children are learning to make choices about what to play with and whether to play indoors or outside. They are developing their independence taking themselves to the toilet, changing their shoes or pouring their drink at snack time, which helps them prepare for their eventual move to school. Staff deploy themselves appropriately around the setting, ensuring children are well supervised and are given support when necessary so they keep safe. Consequently, children have positive self-esteem and feel valued within the pre-school.

Children enjoy opportunities to dig in the sand trough, sitting in the sand to enable them to explore and experiment with different toys and tools. They climb on the pirate ship and show spatial awareness as they pedal the tricycles around the garden. As a result, children develop their physical skills well within the pre-school. Additional opportunities to dig while learning about the natural world are offered as children explore the vegetable patch. Children plant different vegetables such as carrots, beetroot and potatoes and have the opportunity to follow the process through from planting to eating. As a result, children enjoy sound learning experiences using real resources.

Staff talk to the children about what they are doing, asking mostly open-ended questions to encourage children's communication. They speak clearly and often repeat phrases back to the children when their speech is not clear, supporting their language development. Books are made accessible both indoors and outside but, children do not always use these areas consistently because the pre-school does not provide quiet areas to sit. Occasionally staff sit with the children to engage them in using books and children show suitable concentration and listening skills.

Staff encourage children to count in their games, for example how many carriages are attached to their train or how many pieces of ham have they put on their pizza. Children are beginning to use some mathematical language, such as asking for more sweetcorn or requesting a big piece of paper for painting. Some children are able to name some two-dimensional shapes and can compare sizes and shapes when sorting. They compare the plastic food to shapes they are familiar with, stating the banana is a moon.

Staff provide daily opportunities for arts and crafts which are generally child-led. A variety of paint, glue and collage materials are easily accessible enabling children to explore and

use their creativity. Many of the younger children enjoy the tactile feel of the paint on their fingers. In addition, staff provide alternative resources for sensory development, such as jelly play, encouraging children to explore. Role play opportunities support children in developing their imagination in addition to using small world play resources.

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

The key person system is well established providing secure relationships for the children attending. Staff know their key children well and understand how to provide comfort and support to enable them to settle into pre-school. As a result, children are confident and move freely around the pre-school accessing the range of toys and resources. Children demonstrate a feeling of security as they approach their key person for support or for reassurance. Staff implement flexible routines, but ensure that there is some planning to the session. This enables children to feel secure and to sequence their day, supporting their understanding of time.

Staff have a sound knowledge of promoting children's healthy lifestyles through fresh air and exercise on a daily basis. Staff sometimes extend physical play using additional play space belonging to the children's centre, providing a large grass area for children to be able to run. A suitable range of healthy snacks are provided for the children including fresh fruit and yoghurts. Children can make healthy choices while developing their independence skills pouring their drinks. On occasions they can also cut up their fruit. Staff follow hygiene procedures during food preparation and when nappy changing, protecting children's well-being.

Children learn about keeping themselves safe as they use children's knives to chop their fruit. They are reminded about not running indoors and to keep the tricycles in the garden. However, some children require further reminders and explanations as to how to keep others safe. Staff are observant when children are near, but on occasions do not always act consistently. As a result, some children's behaviour needs further guidance.

Children have access to a suitable range of resources, with the majority stored in accessible containers at child height. Children are able to select from the activities provided by the adults or to access alternatives from storage trays. The resources are in an acceptable condition and appropriate for the age range of the children attending. The learning environment is divided up into areas providing children with opportunities to make informed choices to enable them to find resources successfully.

Staff have a sound understanding about promoting skills for the next stages in the children's education. For example, staff provide activities for children to develop their listening and concentration skills. They promote the personal care skills and independence necessary for their time at school. Each child is valued and is encouraged to be kind to others through sharing and taking turns with the activities and resources. Sound relationships with the local school provide opportunities for children to meet their new teacher before they start school. Consequently, children settle well into the reception class

environment.

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

This inspection was brought forward because of concerns raised to Ofsted regarding the safeguarding and supervision of children to keep them safe, the deployment of staff and their management of children's behaviour. The inspection has found that appropriate steps have been taken regarding some staff's handling of behaviour to make sure the pre-school safeguards children and meets the children's needs. The inspection found that the pre-school meets the requirements of Statutory Framework for the Early Years Foundation Stage. For example, they appropriately deploy staff well and their supervision of children, including outdoors, is appropriate to keep children safe and secure. Issues regarding behaviour management have been identified by the pre-school and outside professionals have been approached to provide support and training for the staff.

Safeguarding procedures are in place with staff receiving training on a regular basis. This enables them to implement the safeguarding policy effectively. There is a named designated person responsible for overseeing this area, and to ensure all necessary safeguarding procedures are followed by staff and the committee and documentation is in place to protect children's welfare. Safe arrival and departure procedures are in place alongside suitable systems for monitoring visitors in the setting. In addition, suitable risk assessments have been carried out to ensure children are able to play in a safe, secure environment.

The committee implements secure procedures for staff recruitment, including carrying out all the necessary checks. A secure process for recruitment helps to ensure the suitability of staff in addition to a probationary period, where staff's performance is monitored. An appropriate induction is implemented to enable new staff to learn about the pre-school, the policies and the procedures including safeguarding arrangements. The ongoing suitability of staff is monitored through annual appraisals and regular supervision.

Changes to the management team have had an impact on procedures for monitoring the effectiveness of the setting. Consequently, a self-evaluation has not been established to fully identify the strengths or areas to develop to improve outcomes for children in the pre-school. The staff team are motivated and committed to providing an enjoyable learning experience for the children. They drive improvement in their practice and ensure their knowledge and skills are updated through attending various training courses.

Partnership with outside professionals is well developed. The new manager has already approached support from two professionals who will share good practice with the setting and provide staff training. The pre-school has a sound understanding about the importance of sharing information with other providers who share the care of the children. Staff obtain written permission from the parents and implement a suitable system to share information to support children's development between the settings. Consequently,

children's well-being is promoted.

## 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

<b>Unique reference number</b>	EY300052
<b>Local authority</b>	Kent
<b>Inspection number</b>	928721
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Rainbow Pre-School Committee
<b>Date of previous inspection</b>	05/03/2009
<b>Telephone number</b>	07906 164 932

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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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