

Rainbow Pre-School

Congregation Church Hall, High Street, Cranbrook, Kent, TN17 3DT

Inspection date	03/02/2014
Previous inspection date	15/03/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Parents are actively involved in their children's learning and receive good verbal and written communication to keep them informed of their child's time at pre-school.
- Children's imaginative play is effectively promoted through well-considered role play experiences.
- Children are well protected from harm because staff demonstrate good knowledge and understanding of how to keep children safe.
- The effective assessment procedures enable each key person to gain an accurate picture of each child's development.

It is not yet good because

- Opportunities for staff to enhance their professional development are not supported through regular appraisal systems.
- Staff do not always organise daily routines and space within the pre-school effectively enough to provide consistently good quality learning experiences for all children, to keep them fully motivated and engaged.
- The self-evaluation process is not fully effective in identifying the weaker areas of the pre-school. As a result, staff are not always successful in making changes to improve the outcomes for children further.
- Staff do not always give children the opportunity to express themselves creatively

through choosing their own art and craft materials.

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 spoke with the registered person, acting manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector observed children engaged in activities indoors and in the outside area.
- The inspector sampled records and documentation relating to children's progress and development, qualifications, staff suitability, ratios and risk assessments.
- The inspector and manager undertook a joint observation of an indoor activity within the pre-school room.
- Five parents were interviewed and their views taken into account.

Inspector

Joanne Barnett

Full report

Information about the setting

Rainbow Pre-School has been registered since 1982. The pre-school is managed by a parent committee and operates from a detached hall situated in Cranbrook, Kent. The pre-school is open each weekday term time only. Children attend for a variety of sessions. Sessions are from 9am to 3pm on Monday to Thursday and 9am until noon on Fridays. The pre-school is registered on the Early Years Register. There are currently 38 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 children aged two and three years. The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are five members of staff, all of whom hold appropriate early years qualifications at level 2 or 3. The acting manager has a National Vocational Qualification in childcare at level 3.

What the setting needs to do to improve further

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

- ensure that regular staff appraisals are carried out, to identify any training needs and monitor professional development for staff.

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

- review the organisation of daily routines and space, both indoors and outside, to provide good quality learning experiences for all children and keep them motivated and engaged
- review the organisation of some activities aimed at promoting children's creativity, to offer greater encouragement for them to explore their own ideas.

Inspection judgements

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

Children enjoy their time at pre-school and are generally well supported by staff who understand how children learn, and have clear knowledge of the seven areas of learning. Key persons play an active role in identifying children's developmental stages and planning appropriate activities to help them to progress in their learning. They record their observations and assessments of children's development in clear, well-documented 'Learning journey' files. Parents are encouraged to view their children's 'Learning journeys'

and to discuss their children's progress through informal and formal meetings. The effective assessment procedures enable each key person to gain an accurate picture of each child's development.

Children's communication and language is promoted by staff speaking calmly to them and entering into discussions about what they are doing, how they are feeling and what they would like to do next. Some discussions extend children's thinking. For example, in a listening game which involves recognising a noise and matching it with a picture, one child calls out enthusiastically, 'Fire engine!', and then tells the group, 'It's red'. A number of posters and books enable children to explore the wider world and to develop an understanding of people's differing needs. Children enjoy participating in a range of festivals and special occasions, such as Chinese New Year, and this extends their knowledge of other people's cultures.

Children receive regular opportunities to engage in messy play and to explore different art materials. For example, children use paint, and they discover the qualities of corn flour when wet. However, at times, staff plan creative activities too rigidly and offer too much direction. Staff store most of the art equipment and materials on a shelf, so children cannot easily access them. This does not encourage children to explore their own ideas freely, or to express their individuality.

Staff prepare the older children for school readiness by encouraging them to develop good listening and attention skills. Children also learn self-help skills, such as putting their coats and shoes on, in preparation for entering school life.

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

Children are generally settled and comfortable within the pre-school. They form secure relationships with the key person and with other adults working with them. This provides a secure, familiar face, to promote children's security. As a result, children feel comfortable, confident and they behave well, as most are able to follow the structure of the session. Children are familiar with the rules of the setting and show a caring approach to others. Staff offer regular praise and encouragement to promote children's self-esteem. Children willingly take on responsibility, for example, they tidy away toys and resources during the session. Parents play an active role in the settling-in procedures within the pre-school, sharing clear information about the children's home lives and routines, with the key person.

Staff make sure the hall is set up before the start of each session, so that it is ready for children arriving each morning. Resources and equipment are generally safe and suitable for children to play with, and most are accessible to children. A combination of children's artwork and posters are displayed to support children's emotional well-being. However, staff do not always make the best use of space and resources to provide consistently good quality learning experiences that keep children fully motivated and engaged, so that, occasionally, there are disputes between children as they become bored. However, children generally play well together as they share, take turns and cooperate

The pre-school provides children with some opportunities to learn about keeping safe and healthy. For example, they enjoy a range of snacks, such as fruit and plain biscuits, to promote healthy eating. Staff enter into discussions with children about which foods are good for them, and which are not. Children develop independence as staff encourage them to pour their own drinks throughout the day. Children experience fresh air and exercise, at set times during the day, when they play in the pre-school garden. While this enables children to experience physical play opportunities and to keep fit, there are currently no opportunities for them to choose freely whether to play indoors or outdoors. The set-up of the building means that only one room leads directly out to the garden, preventing the children in other rooms from freely accessing the garden. Management are considering ways in which children could become more involved in making such decisions, when new staff are employed.

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

This inspection was brought forward as a result of information received by Ofsted about the pre-school, relating to a number of requirements of the Statutory Framework for the Early Years Foundation Stage. At the inspection, the ratios regarding the number of staff working with the children, and the qualifications of all staff, fully met the legal requirements and were in line with the pre-school's policies and procedures to keep children safe. Daily safety checks and regular risk assessments, including the maintenance of the fire alarms, are conducted to ensure that children play in a safe and secure environment. Children understand important safety routines, such as fire evacuations, as staff regularly practise these during the pre-school sessions.

The management team has recently put clearer systems in place for monitoring overall provision and for supervising staff. However, support for the professional development of staff, including, training needs, are not sufficiently robust. Staff have a satisfactory knowledge and understanding of the Early Years Foundation Stage and of how to meet the needs of each child. The acting manager demonstrates a committed approach to improving opportunities for the children. The pre-school receives additional support from the local authority improvement partner to address areas where improvement is needed to raise standards. The manager and the committee are reviewing the self-evaluation process to make it more effective in identifying the strengths and weaker areas of practice in the pre-school and they intend to seek the views of parents through questionnaires. Staff seek support for any individual children's needs through partnership working with other professionals and outside agencies. In addition, when children attend other settings delivering the Early Years Foundation Stage, key persons liaise with staff to ensure all adults are working together to support children's development.

The staff team follow the nursery's policies and procedures to safeguard children and they satisfactorily support their learning and development within the educational programmes. Partnership with parents is a particular strength of the pre-school: parents benefit from a variety of communication, such as newsletters, meetings and daily verbal feedback. Staff

have also recently introduced diaries for the children to take home. Parents express how much they value daily discussions with their child's key person, and meetings where they look at children's 'Learning journeys' and discuss children's progress. These positive strategies enable parents to share ideas and work with the key person to support their child's 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	127495
Local authority	Kent
Inspection number	950108
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	38
Name of provider	Rainbow Pre-School Committee
Date of previous inspection	15/03/2010
Telephone number	01580 715570

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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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