

Rainbow Pre school

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Rainbow Pre-School opened in 1983 and is on the Early Years Register for a maximum of 24 children from two to five years of age. There are 49 children currently on roll of whom 46 children receive funding for nursery education. The pre-school is run by a committee. It operates from a mobile classroom in the grounds of Great and Little Shelford Primary School five days a week during school term times. Sessions are from 9.00am until 11.30am. The pre-school also operates sessions on Monday, Wednesday and Thursday afternoons from 12.30pm until 3.00pm. The pre-school can support children with learning difficulties and/or disabilities and those who speak English as an additional language. Access is via three steps. Children have access to a secure enclosed outdoor play area. Six of the eight staff currently working with the children have early years qualifications. The pre-school is a member of the Pre-School Learning Alliance and also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop well because activities are linked closely to everyday life experiences to interest and engage them. The pre-school is inclusive of everyone and experienced staff are an effective team giving safeguarding high priority. Self evaluation is embryonic but management utilises everyone's skills very well so the pre-school has good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the accommodation is fit for purpose
- update the pre-school's policies.

The effectiveness of leadership and management of the early years provision

Rainbow Pre-school is very well led and managed. Expertise is used very well, to the benefit of the pre-school. For example, a qualified accountant ensures finances run efficiently. A new health and safety policy is being written by a committee member with expertise in this area. Committee members have specific roles, such as parent liaison officer. The resultant energy and focus helps build links effectively. The same is true in other areas. Staff and committee have begun to analyse how the pre-school is doing, and where improvements might be made. However, parents generally are not yet involved. Although the pre-school runs well and everyone knows what is expected of them, some policies are out of date.

The pre-school fully meets its aim to 'build a caring, challenging, child-centred

environment where each child is encouraged to develop positive attitudes to themselves and their learning'. Activities are well matched to children's abilities and interests because staff know the children well, follow up any interests they have and make everything fun and challenging so children want to try. Regular observations are used well to record what has been achieved and to plan next steps in learning.

Resources are good overall. The manager and staff have a wealth of experience and use it very well to support children's development. Parents particularly value this, describing staff as 'very enthusiastic'. Staff use 'talk' particularly well; to stimulate interest, emphasis health and safety and challenge children to think more deeply. Accommodation is satisfactory because staff work hard to make a barely-adequate building cheerful and welcoming. The library area is much better than when the pre-school was last inspected. However, despite taking advice, the pre-school has been unable to improve the toilets because that area of the building is too small. The room is attractively decorated with displays of children's work, but it is small and, because it is used by others, storage is difficult and far from ideal. Outdoors offers a full range of activities that further stimulate and interest children.

Equality and diversity is part of everyday life at Rainbow. Good staff awareness means that equality of opportunity is at the heart of all the pre-school does. In this fully inclusive setting, staff know their children very well. The key worker scheme is used effectively to plan for each child's differing interests and needs, and check how well they have done. All children are included in the group, and staff are vigilant to see new children are settled. Systems are in place to identify children's individual needs and staff have good links to other agencies should advice be needed. Policies and procedures are readily available to parents, and any explanations necessary given readily.

Safeguarding is given high priority. All checks are done and good procedures in place so children are safeguarded well. Since the last inspection, security is greatly improved. Working closely with the school, access to the site is monitored well so staff know who to expect, and the entry door is much improved. Although staff carry out daily checks, risk assessments need updating.

Partnerships are good, effectively supporting children's good development. Very good links with the primary school mean that children use school facilities, for example to do physical development activities in the hall. This has immediate benefit as children's skills improve at a good rate, and further benefit as they get used to the school and its surrounds before making this important step. Visits to their future classroom and from their teacher help make the transfer smooth.

Partnership with parents is very strong. Parents particularly like the 'special books' that clearly record their children's progress. Samples included helpful descriptions of achievements. They state that these give them useful information about how well their children are progressing, and enable them to comment and make suggestions. Parents have good insight to how the pre-school works and how their children are developing because nearly every session has a parent present. This good community feel is enhanced by regular social occasions.

Children's needs are met well. They are greeted at the door each morning and this welcome extends into the room where they quickly settle. They are very happy and fully engrossed in the many interesting tasks they are given, or they choose.

The quality and standards of the early years provision and outcomes for children

Children achieve well because they have very good attitudes to learning. They have a real 'let's have a go' attitude. They enjoy the curriculum and try hard. Because activities are so carefully planned to be relevant to their lives, they persevere and consequently make good progress. Parents describe how well they do; 'free play is very good' and 'activities are very enjoyable and focussed on real life things' being typical comments. Children are fascinated and enthralled by the stories they are told about Chinese New Year, and keen to make lanterns and join in painting the large tiger. They know red is a lucky colour and use equipment to write in Chinese. Individuals concentrate and focus on a matching game, friends spontaneously burst into song, and groups discuss how a programmed toy works and moves. Visits and visitors are used well to supplement and extend activities in the pre-school. For example, a trip to the library uses books to emphasis healthy eating and the health visitor extends this focus.

Children know they are in a safe environment because staff give high priority to looking after them. Children are developing good habits and a sense of their own safety, and that of others. Staff are vigilant to anticipate potential hazards and quick to explain to children why something, such as standing on a chair, might be dangerous.

Children's good understanding of the need for a healthy diet and regular exercise means they make sensible choices. Children choose when to eat their snack, fruit brought from home, and pour their own drink.

Children understand well how the pre-school community works and their role in it so they make a positive contribution. They are confident to choose the activities that interest them. Children are very keen to participate and show a real thirst for knowledge. They enjoy each other's company, and will play with a game and a close friend for a sustained period of time. They behave very well. Their ability to resolve matters is very good. They assert their view points, listen impressively well to one another, and seek adult help if they cannot find a solution.

Children are learning skills for the future well, particularly basic skills. The pre-school is rich in opportunities for children to read, write and count. Books and mark-making equipment are available at nearly every activity, encouraging children to practise these skills. 'Helper of the day' leads the counting of children present. Children are given important roles in the pre-school, and their self confidence benefits accordingly. For example, when it is time to tidy up, a child rings the bell and all children listen as she says, 'Stop what you are doing and show me your smiles'.

Social development is excellent. Children are very co-operative; they take turns, share and take the lead very well. They write their names on the list of children waiting for a turn on the computer, and know that their turn will come, and that this is fair.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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