

Rainbow's End - Ingoldmells Pre-School

Inspection report for early years provision

Unique Reference Number	EY277837
Inspection date	26 November 2007
Inspector	Susan Hoult
Setting Address	Ingoldmells Primary School, Simpson Court, Ingoldmells, Skegness, Lincs, PE25 1PS
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Registered person	Pre-School Learning Alliance
Type of inspection	Integrated
Type of care	Sessional care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rainbow's End Ingoldmells Pre-School opened in 2003 and is run by the Pre-School Learning Alliance. Since September 2007 it has been running as a satellite of Mablethorpe Children's Centre. The pre-school operates from a purpose built building in the grounds of the primary school in Ingoldmells, Lincolnshire. The pre-school has direct access to a fully enclosed, partly covered play area much of which is fitted with an impact absorbing surface.

The pre-school serves Ingoldmells and surrounding areas. Sessions run each weekday morning from 09.15 to 12.00 during term times only. A maximum of 20 children may attend the pre-school at any one time. There are currently 22 children on roll of whom 12 receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities. The setting occasionally runs a crèche for children aged from two to under eight years in the afternoons or at weekends to enable parents to attend training.

There are five staff working with the children regularly all of whom have appropriate qualifications. The pre-school receives support from the Lincolnshire Early Years Development and Childcare Partnership and is affiliated to the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff promote children's good health well by effectively following the pre-school's policies and procedures. Children follow routines well and quickly develop an understanding of why and when they must wash their hands and how to use and dispose of tissues hygienically. Children learn about dental hygiene and maintaining healthy teeth through visits from a dental practitioner. Staff use antibacterial spray to clean surfaces before preparing food, wear gloves to change nappies and make sure parents understand what illnesses will prevent a child attending. This helps prevent infection through cross-contamination. There is always a member of staff on the premises who holds a current first aid certificate and the first aid box is easily accessible. Therefore, any accident can be dealt with effectively.

Children benefit greatly from having free-flow indoor and outdoor play throughout the year ensuring they receive plenty of fresh air. Effective planning ensures all children take part in a good range of challenging physical activities that contribute to a healthy lifestyle. Children have fun whilst developing their large muscle skills, body control and hand-eye co-ordination through activities such as using ride-on and pedal toys, balancing, skipping, climbing, sliding, throwing and catching balls and bean bags, playing with hoops, dancing and taking part in parachute games. Children show good control when using tricycles and excitedly play together on the two climbing frames. Children learn through experience and discussion about the benefits of exercise and rest.

Staff liaise closely with parents to ensure they are aware of individual children's dietary requirements and any allergies. Several staff have food hygiene certificates ensuring food is prepared and served appropriately. Children enjoy a variety of nutritious snacks including a section of fresh fruit, buttered tea cakes, pasta, crackers, toast and vegetable sticks. They occasionally eat food that they have made, for instance porridge, iced biscuits and cakes. Each child has a labelled carton of milk with their snack which they take home to finish if they do not want it all in pre-school. Children freely use a water dispenser during sessions to ensure they do not become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in a safe, welcoming, warm and secure environment where the play space inside and outside is used effectively. Concertina type doors are used to divide the playroom into two as needed. For instance when children are separated into groups for story time. The comfortable, inviting book corner is attractively laid out with two child-size, softly furnished settees which is used frequently during sessions by children and staff. When children wish to look at books outside a blanket is provided to ensure they can sit comfortably on the ground. Children use a wide range of easily accessible, good quality, well maintained toys, books and equipment. This helps maintain their interest and ensures they all have the opportunity to gain the most from the resources available.

Staff are conscientious about maintaining safety both inside and outside the pre-school. They vigilantly supervise the children and maintain ongoing risk assessments of the indoor and outdoor areas. Daily routines, staff encouraging safe practices and planned activities develop children's understanding of taking responsibility for their personal safety. For example, staff

explain to children why they must not walk around the room holding scissors and use resources such as a 'zebra' crossing and traffic lights outside to help children understand about road safety. Fire drills are practised to ensure that children know how to evacuate the premises safely and quickly should the need arise.

Staff further safeguard children as they have a good understanding of procedures and know how to put these into place should they have concerns about the welfare of a child. Children are never left alone with persons who have not been vetted. Effective procedures are in place to ensure that the staff know who will collect children at the end of each session.

Helping children achieve well and enjoy what they do

The provision is good.

Children are keen to attend the pre-school where their care, learning and play experiences are good. Staff foster children's emotional development very well by building warm, caring relationships with them. Effective planning of the environment and play opportunities promotes choice and decision making. This encourages children to become independent learners. Children aged under three are cared for in the same room as older children. Staff have a secure understanding of young children's developmental needs and work hard to ensure they meet them. They refer to the 'Birth to three matters' framework when planning for and assessing young children. They adapt activities effectively to ensure that children of all ages and abilities gain the most from them. Children have ongoing opportunities to explore, investigate and create through activities such as sand play, looking at crab shells through magnifying glasses, painting and using a range of natural and man-made resources to design and make. A young child spontaneously sings whilst making towers with magnetic shapes and then chats happily as she imaginatively creates a home for a group of small plastic bears.

Nursery Education.

The quality of teaching and learning is good. The staff have a good understanding of the Foundation Stage, the stepping stones and how children learn. They use theories relating to children's well-being, involvement and schemas to assist their understanding and ensure they use effective teaching methods to help children progress. The staff and manager meet weekly to plan across the six areas of learning ensuring they cover all aspects over time and clearly show learning intentions on activity plans building on children's interests and previous learning. Staff know the children they are key workers for extremely well and use this information to plan next steps in learning for them. However, this is not totally effective as assessments of children's learning through observation does not fully support and aid staff in tracking children's progress towards the early learning goals as their starting points and achievements are not all clearly recorded. Staff differentiate activities according to children's ability and levels of understanding. They have high, but realistic expectations of children and challenge them well through free-flow play to help them gain the most from their experiences whilst having fun. Staff manage children's behaviour skilfully, setting clear and consistent boundaries helping children to understand the effect their behaviour has on others. Time, resources and the environment are used effectively to stimulate and support learning as well as staff's ability to use effective questioning and active listening techniques to promote children's thinking.

Children are interested and very motivated to learn. They chat happily with staff and other children about what they have chosen to do. All are developing their confidence well, increasingly concentrating and persevering with tasks, often setting their own challenges and becoming independent learners. For example, two children work hard together for a long time to build a

house from large wooden blocks placing the scales carefully on one side so that they can easily access 'cement'. Children have many opportunities to speak, listen and represent their ideas in play across the curriculum. They enjoy spending time looking at books which they handle carefully and avidly listen and contribute to stories which are expressively read by staff capturing children's imaginations. This is encouraged by the use of 'story sacs'. Children join in name recognition activities and are developing their mark making skills well with some older children able to write their own names by forming letters correctly. Children develop their mathematical understanding and language through daily experiences in a rich and interesting environment. They have regular opportunities to count and learn that numbers can be used as labels through for example, parking their trikes in numbered 'parking spaces'. Children compare groups of objects and share resources equally between themselves. A child concentrates well as they use a tape to measure the width and height of fencing in the outdoor play area. Staff's use of 'maths sacs' help stimulate children's interest in problem solving and calculating.

Children are developing knowledge, skills and understanding through first hand experiences that help them make sense of the world. They have free access sessionally to natural materials which they examine using all their senses as appropriate, for instance holding shells to their ears and listening to the sounds created. The 'wormery' which children helped create particularly fascinates them. They watch as a worm attempts to drag a piece of grass through the soil and talk about the dried, autumnal leaves at the top of the casing. They learn about change and growth through activities such as baking, planting seeds and growing tomatoes. Children take turns to use the computer and have fun using the recently acquired interactive robot toy. Children excitedly look at and discuss pictures of a recent trip to the beach; they talk about where they live and their families and chat about future events such as Christmas. These activities all contribute to children developing a sense of time and place. Children develop their small muscles skills through using for example, paint brushes, glue sticks, the computer mouse, scissors, fitting interlocking construction materials together, threading and carefully placing balls on the slanting drainpipes so that they roll down. Children take part in a variety of role play situations often stimulated by using 'role play sacs' and role play situations such as a market stall, a post office and a doctor's surgery being created outside in addition to the home corner inside. Children admire themselves in the full length mirror when they dress up, enjoy ironing the clothes and dressing dolls up to take for walks. They are proud of the pictures they paint talking happily to staff about their creations. Children actively join in singing and music activities and listen to a variety of music.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff actively promote equality of opportunity and respect diversity in all areas of the pre-school. They ensure all children's needs are met whatever their background or ability, raising their self-esteem and confidence by valuing them as individuals. Children are happy, settled and play co-operatively alongside and with other children. Staff remind children sessionally the importance of being kind to each other, sharing, helping each other and listening carefully. This helps children learn to respect each other, play an active part in the life of the pre-school and create an inclusive environment. Staff have a positive attitude to caring for children with learning difficulties and/or disabilities, access relevant training, offer extra staffing to support children as needed and implement individual learning plans well. Children learn about their own and differing ways of life through discussions, topics and accessing resources that show positive images of culture, ethnicity, gender and disability. Visitors such as the Sound Links, a parent bringing in their

baby, the librarian on the mobile library who reads children stories and pre-school trips locally with parents help consolidate this learning.

Staff create a calm, happy, atmosphere where children develop an understanding of right and wrong and behave well. Staff are gentle and use positive, consistent strategies to manage children's behaviour taking into account children's differing ages and levels of understanding.

The partnership with parents and carers is good. The pre-school have a parental involvement strategy and arrange parent forum meetings. Parents comment positively about the pre-school saying that it is 'perfect', 'really friendly', their children are 'happy' and 'look forward to coming' and that the staff are 'very approachable'. Parents welcome the regular meetings they have with staff looking at photographs and videos of what their children do and discussing their progress. They receive good information about the pre-school and how children learn through the parent pack and regular newsletters. Parents and children are able to borrow books from the pre-school fortnightly to enjoy at home together. Although staff show parents assessments of their child's progress relating to the stepping stones and the parent pack refers to the Foundation Stage curriculum not all parents are aware of what this means and how they can become more involved in their children's learning.

Organisation

The organisation is good.

Children's care is enhanced by the manager and staff who have a high regard for the well-being of all children. By putting them first they create an inclusive, stimulating environment where every child matters. The effective key worker system and deployment of staff help children feel secure and develop a good sense of their self-worth. Staff are very good role models for children and have high, but realistic, expectations of them. Staff are valued by management and contribute positively to the day to day running of the pre-school. Although policies and procedures are comprehensive, they are not all regularly reviewed and therefore some are not up to date which may potentially affect the care of children.

The quality of leadership and management is good. The management and staff are committed to continuing to improve the standards of nursery education within the pre-school. They actively monitor and evaluate the curriculum to identify strengths and produce action plans to address areas for improvement. Management are currently arranging for the children's centre teacher to spend time each week in the pre-school supporting staff to further develop their teaching skills which will benefit the children's learning. Suitable recruitment procedures, regular staff meetings, supervision, appraisals and staff training days ensure that children are well protected and are cared for by staff who are knowledgeable and clear about their individual roles. This results in a happy, motivated staff who are consistent in their approach, enthusiastic, and work consistently as a team under the effective leadership of the manager. Close links with the village school helps children's transition from pre-school to school. Overall children's needs are met.

Improvements since the last inspection

Following recommendations made at the last inspection written permission is now obtained from parents to seek emergency medical advice or treatment and children have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice. This means the safety and well-being of children has improved and they are able to increase their understanding of diversity in a positive environment.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review policies regularly to ensure they are all kept up to date.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the system for recording children's starting points and achievements to more effectively plan the next steps in learning for individual children
- further develop the information given to parents to increase their awareness of the Foundation Stage and how they can become more involved in their children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk