

Rainbow Pre-School Playgroup

Inspection report for early years provision

Unique reference number EY294245
Inspection date 29/09/2008
Inspector Claire Sheldrake

Setting address Community Gardens, Parkway, Bridgwater, Somerset, TA6
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Type of setting Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Rainbow Pre-school is committee run. It opened in its current premises in 2004. It operates from a purpose built building, within a residential area, close to the centre of Bridgwater. The pre-school runs two sessions each day from 08:45 to 11:45 and 12:15 to 15:15, term time only. All children have access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register to care for 24 children. There are currently 34 children attending who are within the Early Years foundation stage. The pre-school supports children with learning difficulties and/or disabilities, and staff have experience of supporting children who speak English as an additional language.

The pre-school employs four staff, and a regular volunteer. Three of the staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The pre-school provides a bright, stimulating and welcoming environment for all children. The setting have good arrangements to support children's welfare and ensure that children are safeguarded. Staff are reflective in their practice and demonstrate a good understanding of how they have identified areas for improvement, however this is not kept as a record.

Excellent support and interaction by staff provides children with an inspirational learning environment. Children are confident in the setting, they are actively involved in a wealth of well planned, spontaneous and purposeful experiences, which enable children to make significant progress.

Effective relationships are established with parents, carers and other agencies, to meet the individual needs of all children.

What steps need to be taken to improve provision further?

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

- develop the Safeguarding Children policy, to include information for parents about the procedure to follow when dealing with allegations made against a member of staff
- ensure children know how to access fresh drinking water at all times
- introduce a system to record the pre-schools' ongoing commitment to improve
- ensure the risk assessment identifies all aspects of the childrens' environment

The leadership and management of the early years provision

The strong leadership and management of the pre-school ensures that all aspects of the provision are effectively supported. The staff and committee demonstrate excellent team work and are committed to enhancing children's achievements and

wellbeing. Staff talk competently about how they evaluate and adapt their practice to meet the needs of the children, and as an example, have introduced fun activities such as the 'wake and shake' sessions to help new children to separate from their parents or carers and settle easily. This information is not currently recorded, to show the settings ability to identify it's owns strengths and weaknesses, and how it supports each of their children.

Robust systems are in place to ensure suitable staff work directly with the children. Staff induction and annual appraisals are effectively used to identify training needs and support the ongoing development of staff. The committee are very supportive of the pre-school and are confident to delegate the day to day running of the setting to the staff team.

Children and their families are exceptionally well supported through the effective use of the key person system. Excellent relationships are developed with parents to ensure they are well informed of their child's achievements. Parents are actively involved; volunteering their time to help for a session in the setting, and in developing the outdoor area. Staff gather essential information about the children when they join, regarding their interests and this helps the children to settle quickly. New parents are welcomed in the pre-school and encouraged to spend time choosing the right setting for their child, and staff are on hand to answer questions and promote all the positive aspects of the pre-school.

The setting identifies children's individual needs, working closely with outside agencies and local schools and forming links with other providers in the local area. The children regularly go on outings into the community and have been invited to a 'Divali celebration' at the local Children's centre.

Policies and procedures are being updated and staff work hard to ensure these are implemented to safeguard children. Staff are well trained, are vigilant in protecting children, and are fully aware of the procedure to follow. However, the current 'Safeguarding Children' policy is at present incomplete, and does not identify for parents, the procedure to follow in the event of an allegation made against a member of staff.

The quality and standards of the early years provision

The children are looked after in a safe environment with particular emphasis made on security. The pre-school premises is surrounded by high and robust fencing, and an intercom system ensures that staff can monitor every person who enters and leaves the setting. A record of visitors, and stringent collection arrangements ensure that children are protected from unsuitable adults.

Children are learning about how to keep themselves safe at pre-school, they are reminded not to run around indoors, and to take care when using the steps out to the garden. Staff help them to understand by using hand 'signing' and clear instructions.

The children are learning about managing their own health through daily routines, such as hand washing, and staff support the children in these routines to reduce the risk of cross infection.

Children enjoy tasty and filling snacks which are well prepared and on the whole well balanced. They are able to pour their own drinks at snack time to encourage their manual dexterity and independence, and most children are confident about asking for further drinks during the play session.

Children are making excellent progress in their learning and development. They are making decisions, as they confidently plan activities for the session with their key person in a small group. The resources are easily accessible and children know where to find things, for example, selecting the play dough tray from the craft unit. Children are excited about their favourite activities. Many of them explore the water play activity, diving into the tray with fishing nets to capture a variety of fish. They celebrate their catch and develop their communication skills, competently describing colour, shape and size. Staff listen and act on the requests of the children. They remove the shiny paper from the rods as the children felt it "didn't look right". The written plan of activities and children's assessment records are excellent. These are clearly written and reflect the children's interests and their community. Observations are effectively used to link into the children's assessments to identify their next steps.

The children are extremely focused during the session and their behaviour is very good. They are confident and settled in a relaxed and happy atmosphere, and are content to play alone and in small groups.

Children are treated as individuals and are respected, they each have a key person who liaises with parents to ensure communication is regularly shared, and the children's needs are met.

Children enjoy a sense of belonging, and are made to feel special as the 'sunshine face' for the day, allowing them to be the pre-school helper. They self register themselves, sticking their names onto a low level wall, and can see picture cards which show them the daily routine.

Staff are well trained in supporting all children and recognising if they have any additional needs, and they work closely with other professionals such as the Area Special Educational Needs Coordinator, and Speech and language therapists.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Outstanding
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider, or Ofsted, to take any action.

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.