

Rainbow Pre-School and Out of School Club

Inspection report for early years provision

Unique reference number	156077
Inspection date	07/07/2009
Inspector	Linda Patricia Coccia
Setting address	Mierscourt Primary School, Silverspot Close, Rainham, Gillingham, Kent, ME8 8JR
Telephone number	01634 389889
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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Rainbow Pre-School and Out of School Club opened in 2001 and is privately owned. It operates from three rooms in a purpose-built building on school premises in Rainham, Kent. The pre-school operates for full day care from 09.15 to 15.15. Children may attend individual sessions from 09.15 to 11.45 and from 12.45 to 15.15, during term time. A lunch club also operates from 11.45 to 12.45 for children who attend morning or afternoon pre-school sessions. The breakfast and after-school clubs are open from 07.45 to 09.00 and from 15.30 to 17.30 during term time and school holiday care is available from 07.45 to 17.30. All children share access to a secure enclosed outdoor play area and the school field.

The provision is registered to care for a maximum of 28 children at any one time. There are currently 63 children aged from two years and who fall within the early years age group on roll. The provision is also registered on the compulsory and voluntary parts of the Childcare Register. Children come from the local catchment area. The provision currently supports a few of children with learning difficulties and/or disabilities, and procedures are in place which can support children who speak English as an additional language. The out of school facility also welcomes children over the age of eight years. The setting employs seven staff. Of these five, including the owner, hold appropriate early years qualifications and two members of staff have commenced training towards a qualification.

Overall effectiveness of the early years provision

Overall the provision is outstanding. The provision effectively meets the needs of children through its use of exemplary observation and planning systems for each individual child. The provision has excellent links with outside agencies and fully supports parents in accessing those services. The group continually strives to improve their service through rigorous monitoring of their operational procedures and the use of reflective practice by staff.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure parents know who can access their children's records without prior consent

The leadership and management of the early years provision

The provision has an exceptional management team and employs a dedicated staff team who are professional in their manner and dedicated to the children. The provider's rigorous and robust recruitment and vetting procedures, induction programme, continual monitoring systems and bi-annual appraisal systems ensure

that staff are very suitable to work with the children. One joint manager is within the play environment all the time. She works directly with the children and monitors the interaction between staff and children. Staff hold brief contact meetings at the end of each session to share what they have observed of the children and how best to maintain children's interests and offer challenges. The other joint manager is more office based and ensures that all systems are maintained. She monitors the staff training records. Staff are encouraged to attend qualification and training courses to further their knowledge. All staff have attended safeguarding children training. A rolling programme for attending first aid training ensures that at least half the staff hold up-to-date paediatric first aid certificates. The mix of qualifications that staff hold, provide the widest possible expertise for dealing with children both in the early years age range and those who are older and who attend the out of school clubs. The managers and staff continually analyse the physical risks to children through a comprehensive risk assessment process. The group's written self evaluation system is thorough and takes into account comments from staff, parents and in particular, the children. Staff strive to ensure that each child's interests are fully catered for. The partnership with parents is excellent. An exceptionally wide range of information, including key points regarding the Early Years Foundation Stage (EYFS), is displayed in the entrance area. Staff continually direct parents' attention to new notices and posters. Parents are expected to see their child's learning journey records regularly and make written comments in them. Parents are also expected to comment on the school transfer records which the provision have recently adapted to include children's comments. Parents are very involved in providing resources. For example, one parent brought in an original newspaper of the moon landing 40 years ago. Staff have used this to instigate a whole range of activities about space and the moon and time. Another has provided plants for children to grow in the garden. Children's parents are interested in their learning.

The quality and standards of the early years provision

The children make excellent progress towards the early learning goals. They are very confident in their use of toys and equipment. They self select from the exceptionally large range available and free flow into the well maintained, interesting outdoor area. All areas of the provision are very well used. The role play area can become a school, a shop, a surgery or whatever the children choose it to be. The book area has selections of books covering a wide range of topics and plenty of fiction. One child played with the box of dinosaurs and identified each one from a dinosaur book he had found. The writing and craft areas are well equipped and children's attempts at written work can be seen on the walls as part of displays. The numeracy area contains all manner of technical equipment from tape measures to balance scales. Again, children's attempts at written numerical work can be seen displayed. For example, children have sorted raffle ticket numbers into correct ascending and descending order and have written the numbers themselves.

Children tend plants in the garden, filling their own watering cans from the small water butt. They plant the plants themselves using the bag of soil and range of planting instruments and pots. They are helping staff to create a sensory area. This provision does not use a keyworker system as all staff know each child very

well through the staff's daily contact sessions. Each child does have a key person, chosen by the child. The staff do not produce formal termly plans. Instead they concentrate their efforts into identifying children's next steps on a daily basis. For example, if an individual child is really enjoying an activity, staff will identify ways to extend this and build in different elements to cover more areas of learning. This system is working exceptionally well for staff and children alike. Children are recording everything they do in interest books so that they can look back and talk about them.

Children are becoming efficient in their self care. Staff promote children's welfare very well and the systems they use encourage children to do things for themselves. For example, each staff member knows exactly what help each child needs with toileting. Lots of praise is given to children by staff. Children are polite and well mannered and inquisitive of strangers. The children help staff run the session. They take the register, using a clip board and their own marks and welcome each other into the group. Children are able to say when they feel the room is too noisy and when it is disrupting their own play. Everything is done to make the children feel they have ownership of the group.

Children's paperwork and confidential records are very well maintained. Accident and medication records are meticulous and shared with parents. However, it is not clear for parents who can access their children's records. Healthy eating is promoted through the provision of fresh foods at snack time which the children help to prepare. They run the snack bar. Staff work closely with the parents of children with allergies or special diets to ensure they come to no accidental harm through the food they eat. Children know the routines of the group very well. They help set up and clear away activities, automatically put on wellies for the garden if its been raining and use sun hats and sun cream. The children are busily engaged in all manner of activities each session and really enjoy their time in the setting.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met