



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 156077

DfES Number: 544060

INSPECTION DETAILS

Inspection Date 18/02/2004
Inspector Name Linda Patricia Coccia

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rainbow Pre-School
Setting Address Silverspot Close
 Rainham
 Gillingham
 Kent
 ME8 8JR

REGISTERED PROVIDER DETAILS

Name Mrs Donna Hackney

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rainbow Pre-School and Out of School club opened in 2001. It operates from one room in a purpose built building on school premises, in Rainham, Kent. The group serves the local area.

There are currently 65 children from 2 to 5 years on the pre-school roll. This includes 29 funded 3-year-olds and 10 funded 4-year-olds. There are also 38 children on the after school roll. Children attend for a variety of sessions. The setting currently supports 2 children with special needs and 1 child who speaks English as an additional language.

The group opens five days a week during school term times. Pre-school sessions are from 09.15 to 11.45 and 12.45 to 15.15. The breakfast and after-school clubs are from 07.45 to 09.00 and from 15.30 to 17.30 respectively.

The group have seven staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher and mentor from the local Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Rainbows Pre-School and Out of School provides good quality care for children. The staff have very good relationships with the children and are respectful of their needs.

The day care is well organised. The staff work effectively as a team. The operational plan is well written and made available to parents. The group have effective procedures for the recruitment and vetting of staff. An attendance record is well maintained, but needs to include children's arrival and departure times. The premises, toys and equipment are clean and well maintained.

The children are safe and well cared for. The premises are secure. Daily risk

assessments are carried out and appropriate safety equipment is in place. Children practise emergency evacuation procedures. The group's accident and medication records are well maintained and are confidential. Children are provided with drinks and snacks which are healthy and nutritious. Parents can also be involved with food arrangements for children on a voluntary basis. The group has child protection procedures which are in accordance with their local authority guidelines. Children with special needs are well supported by staff and other health professionals.

The group provides a very good selection of toys and activities which help children develop in all areas of learning. Children are able to make choices about the toys they play with and they are supported by staff who encourage experimentation and imagination. All children have access to all toys. There are plenty of positive images of equality of opportunity for race and culture displayed, but the group could provide more images of disability and gender. Staff praise and encourage good behaviour and children are well behaved and co-operative.

The group has plenty of evidence of positive feedback from parents. Parents are given lots of written information about how the group functions and have regular meetings with staff to discuss how their children are progressing.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff have very good relationships with the children. They enjoy their company and know them well. They spend a lot of time talking and playing with the children and helping them to learn. The children are very happy and settled.
- The group has an extensive selection of good quality toys and equipment. They use these to plan stimulating and exciting activities to promote children's development. The interest table and display table encourage children to experiment. Children are happy and engaged in their play.
- The premises are safe and secure for children. Appropriate safety equipment such as socket covers are used. The children practise evacuation procedures to enable them to leave the premises safely in an emergency.
- The staff use positive and consistent strategies to manage children's behaviour. Strategies are planned to ensure individual children's needs are met. Reward stickers are sometimes used. The children are well behaved and respectful.
- Staff actively promote good hygiene procedures with the children. Children are reminded of hygiene issues each morning during group time. They are aware of how to wash their hands properly and why they need to do so.

What needs to be improved?

- the recording of children's arrival and departure times in the register
- the positive images that promote equality of opportunity.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	Ensure that positive images of disability and gender are available to children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Rainbow Pre-School provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good in all six areas of learning. Staff form warm and caring relationships with the children. Staff consistently praise and encourage the children. They use open-ended questions to support their play and learning. Staff record detailed observations of children's involvement in activities and link these successfully to planning. There is a very good range of resources that are organised effectively to ensure children make progress towards the early learning goals. A few opportunities are missed to extend some of the more able children's personal independence and choices. Children are confident communicators and their behaviour is very good. They show appropriate respect to each other and adults. Staff plan and provide interesting and exciting activities that encourage and motivate children to learn. The pre-school has experience of caring for children with special needs and for whom English is an additional language.

Leadership and management is very good. Staff are very well supported in the care and education they provide for young children. The management understand and motivate their staff effectively. There are formal and informal systems in place to monitor and evaluate the provision, including regular staff meetings.

The partnership with parents and carers is very good and there are no obvious weaknesses in this area. Parents are well informed about pre-school activities and procedures. This contributes effectively to children's progress and personal achievements in the six areas of learning.

What is being done well?

- Staff provide a wide range of interesting and stimulating activities and resources which excite and motivate the children to learn.
- Children's personal, social and emotional development is given high priority. Children are happy, confident and interested in the activities offered. They are developing a good awareness of the needs of others and have good self-esteem.
- Children's behaviour is managed very well. They have respect for each other and adults.
- Children's communication skills are developing very well. They are confident speakers and are learning to negotiate in their play.
- Older and more able children's learning is extended appropriately. Staff question children effectively and motivate them.
- The partnership with parents and carers is very good, helping to ensure

continuity of care and children's progress towards the early learning goals.

- Staff use planning, observations, reviews and individual learning plans very well. This helps children develop and achieve in all six areas of learning.
- The setting is led and managed very well. Staff are well supported in the care and education they provide for young children.

What needs to be improved?

- further opportunities to encourage children's independence and self-care.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated and excited to learn. Their behaviour is good. They are able to form strong relationships with adults and their peers. Children are developing a positive understanding of other people's needs and beliefs. There are some missed opportunities for more able children to extend their learning and development in personal independence and self-care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language and communication skills are very good. They listen and respond with enjoyment to stories and rhymes. The children are able to explore sounds, linking them to objects. They enjoy looking at and browsing through books, acting out stories and rhymes. Children are able to mark-make in everyday situations. There are a few missed opportunities to extend more able children's learning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count well. They can recognise different shapes. Children can use appropriate mathematical language to describe size, quantity and position. There are some missed opportunities to solve simple number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good sense of time and place. They are able to investigate a variety of different materials and objects. Children use programmable equipment confidently and appropriately. Children are developing a good sense of their own lives, families and the wider world. There are a few missed opportunities to extend children's learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children can move around the available space confidently and with control. They are starting to develop an awareness of healthy living. Children are able to use different sized equipment and tools confidently and well. There is a missed opportunity for children to learn more about their bodies when active.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children can use and explore a variety of textures, forms and shapes. They know the names of, and recognise primary colours. Children are able to use their imagination when creating patterns, objects and collages. They can describe well, what they feel, see, hear and taste. There is a missed opportunity for children to use musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration:-
- Provide additional opportunities for children to further develop their personal independence.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.