



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127495

DfES Number: 517476

INSPECTION DETAILS

Inspection Date 13/02/2004
Inspector Name Virginia Cooper

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rainbow Pre-School
Setting Address Congregation Church Hall
High Street
Cranbrook
Kent
TN17 3DT

REGISTERED PROVIDER DETAILS

Name The Committee of Rainbow Pre-School

ORGANISATION DETAILS

Name Rainbow Pre-School
Address Congregation Church Hall
High Street
Cranbrook
Kent
TN17 3DT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 opened in 1982.

The pre-school is committee run but it is the supervisor and staff who take responsibility for the day-to-day running of the group.

It operates from two rooms in a church hall in the centre of Cranbrook. The hall has kitchen facilities. There is a large enclosed garden area. The pre-school serves the local area.

There are currently 27 children from two to five years on roll. This includes seven funded three-year-olds and ten funded four-year-olds. Children attend a variety of sessions. The setting currently supports a number of children with special needs, and one child who speaks English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 a.m. until 15:00 p.m. on Monday, Tuesday, Wednesday and Thursday and 09:00 a.m. to midday on Fridays.

There are six part time and two full time staff working with children. Over half the staff have an early years qualification to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification and the supervisor intends to start an NVQ 4 qualification shortly.

The setting receives support from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Rainbow Pre-School provides a stimulating learning environment for the children, enabling them to make very good progress towards the early learning goals.

the quality of teaching is very good. Staff are familiar with the Curriculum guidance for the foundation stage and seize opportunities throughout the session to progress children's learning with skilful questioning. The plans cover all areas of learning and activities are monitored and evaluated. The delivery of Mathematics is generally good but all the calculations are quite simple and some children may be insufficiently challenged. The focus of the activities is often general and the differentiation is not recorded on these plans.

Staff use the role play area imaginatively and regularly change this environment. The children have helped to make it into a castle, a wooded area, and a hot air balloon. The children are encouraged to explore, experiment and investigate. Children's creativity is well supported. Key workers adapt the activities to address children's individual learning requirements, they are particularly skilled at integrating children with special needs. The children are provided with activities where they are able to choose all the resources they need.

Leadership and management is very good. Staff are all clear about their roles and responsibilities. Team work has been successfully fostered and the staff all support one another.

The organisational plan, policies and procedures are clear and work well in practice.

The partnership with parents is very good. Parents are kept well informed about the provision and their child's development. They receive a prospectus and the policies and procedures are always available; there are regular newsletters. There are two parent consultation sessions for parents to discuss their child's development and look at their child's records. Parents approach staff easily at the end of the session and can always speak with their child's key worker.

What is being done well?

- Children help staff change the play environment, especially the role-play area. Including the children in these plans builds upon their natural curiosity and interest and helps them learn about the world about them in a way that is fun.
- Children with special needs are welcome at the group and integrate successfully.
- The leadership is strong, the supervisor has a clear vision of the service she wishes to provide and continually evaluates and makes improvements.

What needs to be improved?

- the system adopted to ensure that the staff who deliver the activities, are all aware of children's individual learning needs
- the opportunities for able children to practice more complex mathematical calculations.

What has improved since the last inspection?

The group have a good range of non-fiction books.

Physical development is well catered for in the curriculum.

The staff are not reliant on worksheets or copying activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in their various activities and most are confident. They are familiar with the routine and take responsibility when moving rooms and tidying up. They are well supported by the staff who encourage children to show consideration, play co-operatively and share. The children's behaviour is managed appropriately and staff take account of how they may be feeling emotionally, especially children with special needs. Children feel confident about approaching staff for help.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are often engaged with staff and each other in conversation. Children regularly use the book corner and handle books carefully. They are taught how to use books for pleasure and information. Most children recognise their name and they are becoming familiar with letter sounds. Some children can write their name or some of the letters, there are opportunities provided to practice these skills whilst they play. Children are able to sequence a story from the pictures in books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children count competently and they are given lots of opportunities to practice these skills. Children are regularly introduced to positional language and are encouraged to compare the size of objects. Children are quite familiar with different shapes but rarely make reference to three dimensional shapes. They regularly sing number rhymes. Children explore patterns and sequencing in their activities. Children are encouraged to make simple calculations whilst they play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use the role play area to good effect and enjoy helping to create an interesting environment. They are presently making a castle but in the past it has been a woodland and a hot air balloon. Children are confident to explore and investigate in their play; they are fascinated about how things work. They are encouraged to independently build and construct projects of their choice. They celebrate a variety of festivals and are introduced to the cultures and beliefs of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and understand how to move safely. They regularly play outside where there is a range of large play equipment. The children are well practiced and competently use various hand held tools. Children have an understanding of the importance of a healthy lifestyle and have an awareness of their own bodies. Most children enjoy music and movement activities.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children have lots of opportunity to use their imagination and role play is well supported by the staff who help children create new play environments. Children are provided with the opportunity to explore different materials. They often plan and make models of their own choice. Children are familiar with the properties of different craft materials and are able to select which is the most appropriate to use. Most children know the different colours and how to mix paint to make new colours.

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:

- include more details in the plans of the children's individual learning needs to ensure that whoever is delivering the activity will know where to focus their attention
- ensure that all children are sufficiently challenged in Mathematics.

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.