

# Rainbow's End - Ingoldmells Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY277837
<b>Inspection date</b>	10/12/2010
<b>Inspector</b>	Andrew Clark
<b>Setting address</b>	Ingoldmells Primary School, Simpson Court, Ingoldmells, Skegness, Lincs, PE25 1PS
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## Description of the setting

Rainbow's End Pre-School was registered in 2004 and is managed by the Pre-School Learning Alliance. The pre-school operates from a separate building in the grounds of Ingoldmells Primary School in Ingoldmells, Skegness. It supports children with special educational needs and/or disabilities. It also supports children who speak English as an additional language. A maximum of 20 children aged from two to five years may attend the pre-school at any one time. There are currently 30 children on roll, all of whom are in the early years age group. The pre-school is in receipt of funding for early education places.

The pre-school is open from 9am to 3pm on Mondays to Thursdays, and from 9am to 12 noon on Fridays, term time only. Children attend for a variety of the sessions on offer. The pre-school is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work with the children. The manager holds a level 4 qualification, the deputy manager is at level 6 and another member of staff holds a level 3 qualification. The pre-school is in receipt of support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This friendly setting meets the welfare and learning needs of children in the early years age group well. It is fully inclusive and all children, including those with special educational needs and/or disabilities, make good progress from their starting points. Communication links with parents, carers and other agencies are largely very effective in supporting children to do well. Children's behaviour is exemplary and they are clearly comfortable in their environment. The staff work closely as a team, receive some opportunities to share good practice and are enthusiastic to improve further. This ensures that the setting is well placed to continue to improve.

## What steps need to be taken to improve provision further?

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

- develop further opportunities for staff to identify their training needs and inform best practice
- extend the two-way flow of information with parents and carers to share information about children's learning more effectively.

## **The effectiveness of leadership and management of the early years provision**

There are rigorous procedures in place to ensure all staff are vetted appropriately and are suitable to work with children. Because of this, staff have good levels of knowledge and understanding with regards to their roles in keeping children safe. Risk assessments are robust and clear and keep the premises and children safe. There are good procedures for the safe administration of medication and the recording of accidents and injuries. Doors and windows are secure and any visitors are signed in and accounted for. Policies are comprehensive and staff take the time to review these regularly. Staff regularly update and improve their health and safety skills and this ensures that children are safeguarded well. Staff are deployed well around the setting and encourage children's access to high quality and safe resources.

Staff share the manager's enthusiasm and commitment to improving the setting and increasing opportunities for children. They have a good knowledge of the needs of children in the early years age group and plan their work accordingly. Staff are ambitious for the setting and work closely as a team to lead improvements. The effective use of self-evaluation and a good partnership with the local authority and other agencies contributes to good welfare and safeguarding arrangements and allows staff to target areas to improve further. All staff contribute to the self evaluation through regular meetings and some appraisals of their performance. However, staff appraisals are not consistently informed by observations of staff's work to ensure the highest levels of good practice or identify all training needs. There are good links with other providers of early years education. This brings about a positive impact when children transfer to the next stage in their learning and the quality of resources that staff are able to provide for them. Staff have clear roles and responsibilities and this contribute to the smooth running of the setting. They are experienced in supporting children with special educational needs and/or disabilities. This ensures all children are included in the setting's activities and they have good equality of opportunity.

Parents and carers are enthusiastic about the quality of the setting. They feel staff are approachable and really appreciate the good care they show their children. The staff receive useful information from parents and carers on children's medical and dietary needs. However, some chances are missed to gather and share a full range of information on children's early learning when they are new to the setting, which inhibits their fastest progress for the first few weeks. The setting has good links with social services and other agencies, such as speech therapists to promote children's early communication skills. This contributes to the good progress made by all children.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and well motivated. A sense of fun permeates all the children's activities, both indoors and out. This helps them to quickly settle and become

extremely confident and sociable. Well-planned role play helps children develop a good understanding of the life of others and the jobs people do, such as members of the police service. An effective key person system is in place, where each child is assigned a member of staff who ensures their learning and welfare needs are met. These roles help children develop strong and trusting relationships with adults, which contributes to their outstanding levels of good behaviour. The progress children make is regularly observed and the outcomes are used to plan the next steps in their learning. Many of the resources are planned to promote inquisitiveness and observation. The staff encourage children to tidy up carefully and play and work with consideration for others. These skills prepare children well for their future learning. Staff make very good use of counting songs and nursery rhymes to reinforce good skills. Children feel safe and they behave extremely well because staff are positive and clear in their behaviour management and are exemplary role models. Children know to walk safely indoors and understand when and where it is appropriate to run around. Children have very high levels of tolerance, cooperate beautifully and show concern for others through well planned role play and group activities.

The good quality of staff's questions help children deepen their learning. Their regular support and skilled use of resources ensure that children's curiosity is always stimulated. Children make good use of computers, audio and listening equipment in their learning to help them learn valuable skills, such as counting, sorting, matching and singing in tune. The home corner helps them recognise the value of modern technology in their everyday lives. There are good resources available to promote positive images of different cultures and children celebrate different religious and cultural festivals, especially through cooking and baking activities. There are attractive quiet areas for children to sit and relax during their busy sessions.

The development of children's understanding of healthy lifestyles is good. The staff offer a wide range of interesting and healthy snacks, fruits and drinks and the children are active and busy throughout the session. The secure outdoor space is used well to develop learning in all areas, especially children's physical development and simple problem solving. Snack times are social occasions where good hygiene is emphasised. Activity songs and rhymes help children develop their knowledge and understanding of the world and promote language and counting skills. As a result of the many exciting activities and staff's good understanding of the Early Years Foundation Stage, the children's needs are met well.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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