

Rainbow's End - Ingoldmells Pre-School

Ingoldmells Academy, Simpson Court, Ingoldmells, SKEGNESS, Lincolnshire, PE25 1PS

Inspection date	12/11/2013
Previous inspection date	10/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- An effective key person system promotes children's sense of security and helps them to form strong emotional attachments.
- Children make good progress, their development is monitored and their next steps in learning accurately identified and planned for. Staff use a varied range of teaching methods to engage children and provide activities that interest and motivate them to learn.
- Children are safeguarded well due to the strong relationships that have formed between families and any outside agencies involved in children's care. All parties work very closely together to ensure children's continuing needs are met.
- The setting is effectively led and managed as the manager has clear focus and vision. Accurate self-evaluation identifies clear areas for improvement and effective monitoring of staff ensures their strengths are recognised and individual targets identified.

It is not yet outstanding because

- There is scope to enhance children's opportunities to explore and investigate the natural world on a more regular basis.
- There is scope to improve the opportunities children have to learn about their local community and spend time visiting places of interest.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the main playroom and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Carly Mooney

Full report

Information about the setting

Rainbow's End - Ingoldmells Pre-School was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by the Pre-school Learning Alliance and is situated in a former Sure Start Children's Centre in the grounds of Ingoldmells Academy, Ingoldmells, Lincolnshire. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time only. Sessions are from 9am until 3pm Monday to Thursday and 9am until 12pm on a Friday. Children attend for a variety of sessions. There are currently 28 children on roll who are within the early years age group. The setting provides funded early education for two- three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide further opportunities for children to explore and investigate the natural world more frequently within the outdoor area

- increase children's opportunities to develop an awareness of their local neighbourhood.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have clear expectations of all children and endeavour to give them the best possible start in life. They show a good understanding of varied teaching methods that engage children's interest, and adapt the sessions well to incorporate children's spontaneous learning. For example, when children bring sand to the painting table and explore the texture of the sand and paint together with their hands to create their pictures, the staff member supporting the activity encourages children to think about how it feels on their skin and when rubbed between their fingers. She develops the activity further by discussing how paint changes colour when mixed, and children are interested in which colour they can make when they mix two colours together. Staff use effective strategies to encourage children's communication and language development and engage them in conversation during activities. For example, they speak clearly and directly, model language and show a clear interest in what children have to say so they feel encouraged

to speak. Staff appreciate the importance of children developing their speech sounds as part of their language development and incorporate a 'sound of the week' into children's play. Books are thoroughly enjoyed by all children, who participate enthusiastically at story time because staff make listening to stories fun and enjoyable.

Children make good progress in their development because staff know them well and plan a range of activities that meet their needs and interests. Children's prior knowledge, skills and understanding are gathered from parents when children start at the setting, and the information is used to plan effectively from the beginning. Children are observed during their play, and their progress is assessed and tracked on a regular basis. Learning journeys are carefully monitored by the manager at all times to ensure children are making clear progress in their learning and gaining sufficient skills for the next stage of their education, such as starting school. A number of parents' meetings are held throughout the year to discuss progress and share current information about children's interests and learning at home. Children with special educational needs and/or disabilities attend the setting and are well cared for by caring and experienced staff. Staff work very closely with parents, health care professionals and other outside agencies to help children learn and develop to their full potential. For example, they hold regular meetings to discuss progress and set precise individual targets which are implemented well by all staff.

Children make their own decisions about where they would like to play and access part of the outdoor area frequently throughout the day. This is well resourced to encourage independent play that supports all areas of learning. However, children have less opportunity to freely explore the natural environment, as access to the area of the garden that promotes this is not used as frequently. Children see visitors, such as the police or fire brigade, when they visit the school next door for talks and demonstrations. However, they have less opportunity to gain an understanding of people, places and features of their local environment as they spend little time out in the community to extend their learning. Children's understanding of valuing and respecting others is supported through their play, with suitable resources to explore and learn about their own customs and traditions as well as traditions in other parts of the world.

The contribution of the early years provision to the well-being of children

The setting's key person system is effective with strong attachments and emotional bonds formed between staff, children and their families to promote a good level of well-being. A secure settling-in process means that children settle at their own pace and staff take the time to build relationships and get to know new families well. This means that staff develop a strong appreciation for children's backgrounds, strengths and interests while at the setting. Children's care needs are known and adhered to, and daily information is exchanged with parents so that changing needs are constantly met. An effective relationship has developed with the adjacent school. Teachers visit the setting and children spend time using the facilities, such as the library and school field, to aid a smooth transition. A daily diary is used when children attend other settings to support well-being and learning needs.

Children are busy and occupied in their stimulating surroundings, which encourages them

to be active learners and supports their independence skills. For example, they dress themselves for playing outdoors and independently access the bathroom to wash their hands after messy play. Children of all ages demonstrate good levels of confidence and self-esteem. They show clear familiarity with routines and understand that they need to stop and listen when a cow bell is rung. Young children are consistently reminded of the routines of the day through a visual timetable so that they know what has passed and what is happening next. This helps them feel secure and confident in the setting. Behaviour management among staff is consistent and children are spoken to appropriately at all times. Through gentle reminders, young children are encouraged to share and take turns in activities and develop an awareness of keeping themselves safe in the setting. For example, children discuss with staff how removing wooden blocks from the bottom of the pile may cause the other blocks to fall and hurt them. Staff are deployed well, both inside and out, to provide continuous supervision of children, which contributes to their overall safety and welfare.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through physical play opportunities. For example, children help to make vegetable soup for snack and build their own obstacle course outside with wooden blocks. Children spend quality time in the fresh air, as outdoor play is accessible throughout the majority of the day and in all weathers due to a covered area. Children are given good opportunities to recognise their own needs before starting school. They wash their hands before eating, pour their drinks and help prepare and serve their own food at snack time.

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

Clear recruitment and vetting of staff helps to ensure children are cared for by a suitable staff team. Thorough induction procedures ensure staff are clear about their roles and responsibilities, and they demonstrate a good understanding of the learning and development requirements. Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies in place. Staff attend regular child protection training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks. There is a high staff-to-children ratio in place at all times to meet children's needs effectively. Documentation is kept to a good standard and accidents and incidents are appropriately recorded.

The manager and dedicated staff team work closely together to provide children with a quality pre-school provision that enables them to make good progress towards the early learning goals. The manager's clear focus and vision for the future ensures that any improvements to the setting identified through a clear process of self-evaluation will successfully improve learning outcomes for children over time. For example, the current focus is to embrace more opportunities for children to grow their own fruit and vegetables in the setting. Staff are encouraged to develop professionally and attend regular training that will benefit their practice.

Partnerships with parents are effective in meeting children's needs. Regular newsletters ensure parents have a good overview of the setting at all times and are well informed of events taking place. Parents are encouraged to be part of their child's pre-school life as they regularly take resources home in a sharing bag, such as books and toys, to use with their children. They are invited to take part in interactive sessions at the setting, incorporating activities, such as cooking and art. Parents comment that they are very happy with the setting and impressed with the staff. Staff work closely with a number of outside professionals in order to enhance children's experiences at the setting. Staff are vigilant at recognising when intervention is required and ensuring that this is secured quickly to meet children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY277837
Local authority	Lincolnshire
Inspection number	938483
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	28
Name of provider	Pre-School Learning Alliance
Date of previous inspection	10/12/2010
Telephone number	01754 871835

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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