

# Rainbow Pre-School Nursery

Inspection report for early years provision

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|--------------------------------|-------------------------------------------------------------|
| <b>Unique reference number</b> | 305261                                                      |
| <b>Inspection date</b>         | 02/12/2009                                                  |
| <b>Inspector</b>               | Debra Elizabeth Jean Dahlstrom                              |
| <b>Setting address</b>         | Community Centre, Old Road, Handforth, Cheshire, SK9<br>3AZ |
| <b>Telephone number</b>        | 01625 543518                                                |
| <b>Email</b>                   |                                                             |
| <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 Pre-School, originally registered in 1963, operates from the Youth Centre in Old Road, Handforth. The pre-school is committee-run, and has an administrator to support the hands-on work of the supervisor and staff.

The setting is registered to care for a maximum of 40 children in the early years age range at any one time, of whom none may be under two years of age. The setting currently has 47 children on roll, all of whom are in the Early Years Foundation Stage (EYFS). The setting is also currently registered on both the compulsory and voluntary parts of the Childcare Register. It is open five mornings a week from 9:15 to 12pm, and Monday, Tuesday, Wednesday and Thursday afternoons, from 12.45pm to 3.15pm. Lunchtimes are 12pm till 1pm.

The setting makes use of the main hall, the kitchen/play group room, and occasionally another smaller room off the main hall. There is an enclosed courtyard for outdoor play as well as open playing fields to the rear of the building.

The centre is open to other users while the playgroup is open, and security is ensured by the use of a boundary of chairs making an outer walkway for any other users to access other rooms off the hall, and a security buzzer that alerts staff's attention to the fact that someone will be walking round the edge of the room. In addition, parents drop off and collect children via a separate entrance into the kitchen/playgroup room. This entrance is kept locked during the session. There are currently six staff who work directly with the children and two supply staff. All but one hold relevant childcare qualifications. Two staff are at level 6, two are at level 5, two are at level 3 and one is at level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Highly-trained staff maintain the highest standards of care and education for children. Valued as unique individuals, children's welfare needs are rigorously safeguarded. They very much enjoy their time in the stimulating and challenging environment created for them. Children make rapid progress as information is shared through excellent partnerships with parents. Through thorough self-evaluation, the provider consistently looks with the whole staff team at ways to extend and improve their service to benefit children.

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

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

- further enhance the positive links with other providers delivering EYFS framework to provide continuity and consistency for children

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

Children are safeguarded by thorough recruitment and vetting procedures, as managers undertake comprehensive training to ensure staff members' continued suitability. Staff are vigilant in their care and are fully familiar with the detailed procedures in place to protect children. Leadership and management of the setting are exemplary. An enthusiastic committee of parents supports a highly-qualified manager. She effectively communicates an ambitious vision and has high aspirations for quality through ongoing improvements and a strong commitment to equality and diversity. This drive is formed through clear and achievable plans, developed to include the views of staff, children and their families. Significant improvements have therefore been made since the last inspection as the setting has successfully achieved over and above the recommendations made at that time.

Staff are well qualified and experienced in their work with children. Annual appraisals are in place to support them and identify future training needs. They make good use of training opportunities provided by the local authority and by other agencies. For example, some staff have recently completed training with Cheetham's college of music. Staff are clear in their roles and responsibilities, and regular staff meetings are held to further enhance staff development. Interesting discussions around recently published articles from childcare periodicals ensure staff remain fully informed of quality practice and current research. Consequently, staff work extremely effectively as a team because they feel highly valued and involved within the setting.

Staff regularly evaluate the outcomes for children to ensure they are meeting their individual needs. They work closely with the speech and language therapists in order to support all children, and have achieved the 'I CAN' accreditation. Links with reception teachers are well established in order to ensure a smooth transition onto school. Good systems are in place for those few children also attending other settings delivering the EYFS. Staff continue to look for ways to improve channels of communication to successfully promote children's learning, development and welfare. Staff work extremely hard, and with considerable skill, to organise the space and resources, in order that children receive a rich and stimulating play experiences during their days, with a well-balanced mix of adult-led and child-initiated play.

Partnerships with parents and carers are outstanding, as they make a significant contribution to decision making within the setting. Parents are actively involved in parent workshops, organised by staff in order to support their children's learning journeys. Even prior to children starting the setting, special toddlers' groups are organised with parents, to introduce them to the value of children's learning and play, and to foster closer links with parents in order to establish children's starting points.

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

All children arrive happily to the setting; they feel safe and secure as they are warmly greeted by their friends and staff. Staff are extremely caring of the needs of the children in their charge. They are sensitive and show great insight in recognising children's differing feelings; as a consequence, they place great emphasis upon promoting children's emotional development.

Children take part in a range of exciting activities which promote their interest in language and literacy. They are able to choose from a range of story sacks to take home and share with their families. They complete simple book reviews describing their favourite stories and prominently display them on the wall. Children all ages are fascinated by all types of print around the setting. Older children, for example, are able to recognise their names and those of their friends as they find the key workers list and invite their peers to look. Younger children, when using the computer, are able to complete simple programs. They identify letters familiar to them and sound them out, making clear links between sounds and letters as they develop early reading skills.

Staff skilfully extend a range of skills and opportunities for children in order to promote their learning as they make many opportunities to challenge children's thinking. They intuitively know when to step in and when to allow children free play. For example, children's imaginations are captured as they sit in their 'wooden boat' as the 'crocodiles' gather around them. Staff's use of careful and constructive questioning to support children's problem solving skills means that children are able to count out the 'crocodiles' they have made from wooden slats, and to estimate how many more they may need to create a 'bridge' to escape from them.

Children are extremely confident and articulate as they explain to the inspector on the visit in great detail activities and experiences they have taken part in. They are keen to answer any questions and are particularly well informed about ways to stay safe and well. They describe the procedures they follow on a train station platform or crossing roads safely. They talk about the 'green man to go' and know that 'the red man means stop'. They know that 'fruit makes you healthy' and milk 'makes your bones grow'. As a result, children make positive choices and exhibit excellent life skills for the future, as staff consistently weave children's routines and meaningful activities successfully together to promote their development and well-being. Staff are extremely inclusive; they clearly recognise individual learning styles and take into account boys' and girls' differing approaches to learning. Children are well organised, in that they can readily sort from a range of materials.

The setting has made significant improvements to the use of the outdoors since the last inspection. Children readily choose to play and work outside; as a consequence, children are very aware of the effects of the weather and of exercise on their bodies. They know that 'running makes you warm', as does wearing a 'big coat' when it's cold. They readily take part in a variety of activities in the local community, such as harvest festivals or, more recently, designing a flag for the train station sited across the road.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources                                           | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding                                                                    | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships                                                                    | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

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

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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