

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Little Rainbows Early Years,
Maghera

Report of an Inspection
in January 2013

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In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

STATISTICAL INFORMATION

Name of pre-school setting:	Little Rainbows Early Years
Address:	189a Glen Road MAGHERA Co Londonderry BT46 5JN
Management Type:	Voluntary

Date of inspection:	8 January 2013
Date of previous inspection:	21 November 2005

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	26	-
in their immediate pre-school year	26	-
funded by Department of Education (DE)	26	-
qualifying under DE admission criteria 1 & 2	0	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	3	-
with English as an additional language	0	-
who left in previous school year to attend reception provision within a primary school	0	-
Attendance:		
attendance** of funded children for the previous school year	76.7%	-

* Special Educational Needs = fewer than five

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	4	1
Number of staff holding a recognised child care qualification	4	1
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months		1

Number of: ***	
Students	1
Trainees	0

*** Total placements since September of current year

3. Details of Sessions

Duration of morning session	Duration of afternoon session	Number of days open in previous year
2½ hours	-	188

4. Parental Questionnaires

Number issued to parents:	25
Percentage returned	17.68%
Number of written comments:	5

1. Introduction

Little Rainbows Early Years pre-school centre is situated in purpose-built mobile accommodation in the outskirts of Maghera. The leader was appointed in 2010 and a fourth assistant took up her post in 2011. The children attending the pre-school centre come from the surrounding area and within a radius of 8 miles.

2. Inspection methods and evidence base

The inspection evaluations are based on evidence gained from in-class observations and from a range of documentation provided by the pre-school centre.

The views of the parents and staff were sought through a confidential questionnaire prior to the inspection. Twenty-five questionnaires were issued to the parents and seventeen were returned with five written comments. In particular, the parents indicated their appreciation of the professional, caring staff, the progress their children were making and the leadership and management of the centre. All of the staff and five members of the management group also returned the questionnaires with written comments. All of the returns from the questionnaires indicated very high levels of satisfaction with all aspects of the work of the centre. No concerns were raised.

3. Overall finding of the inspection

In the areas inspected, the quality of education provided by this pre-school centre is very good. The centre is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

Summary of key findings

Children's Achievements Quality of Provision Leadership and management	Very Good Good Very Good
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KEY FINDINGS OF THE INSPECTION

4. Children's Achievements

The quality of the children's achievements is very good.

- The children are well settled, keenly motivated to learn and very familiar with their daily routines. They have made very good progress in their overall development in relation to their age and the time of year. They demonstrate high levels of independence in their personal care, in their choice of activities and a mature sense of responsibility for the learning environment. The children respond positively to the adults' high expectations for behaviour.
- During the inspection, there were many good examples of concentrated and sustained play, both indoors and outdoors. The children co-operated well with one another and with the adults; some of them are developing firm friendships. All of the children take good care of the materials and resources, they tidy-up after their play and are able to self-manage during snack time.

- Almost all of the children are developing good vocabulary, conversational and listening skills; they are confident in asking the adults for help and support. They have well developed fine motor skills and are keen to draw. Most of the children can recognise their name in print and a majority of the children are ready to write their name. The staff now need to provide more opportunities for the children to write across the learning activities provided by them.

5. Provision for Learning

The quality of the provision for learning is good.

- The provision for pastoral care within the pre-school centre is very good. Among the strengths are the excellent working relationships between the staff, the parents and the children. Good effective pastoral and curricular links have been established between the pre-school and the local primary school; these promote a smooth transition for the children as they transfer into year 1.
- The staff have worked hard to create a bright, clean and stimulating learning environment for the children. The children's work is celebrated and attractively presented around the playroom. The children have now begun to label their own work and many examples of the children's work is annotated with text effectively developing the children awareness of print.
- The daily routine provides a valuable session of extended play along with appropriate time for story, songs and rhymes, and outdoor physical play experiences. All of the time is utilised well to make the most of all learning opportunities.
- During the inspection, the staff were skilful in their interactions with the children and built effectively on the children's interests and ideas. The staff were also very effective in promoting the children's early mathematical language in a natural way across a range of activities throughout the session.
- There is a broad and balanced programme which provides good to very good opportunities for learning across all areas of the pre-school curriculum. A good start has been made in developing a systematic approach to observing the children at play and recording their responses. The staff will require more focused support from the setting's early years specialist (EYS) to develop further their methods of planning and assessment in order to ensure challenge and progression within the children's learning experiences throughout the year.
- The children are provided with a healthy snack and have very good opportunities for regular physical activity.

6. Leadership and Management

The quality of leadership and management is very good.

- The leader has been in post for four years and is a very good role model in all aspects of the provision; she sets high standards for herself, the staff and the children and is passionate about the continued development of the centre. She has implemented a good range of policies and procedures and an appropriate pre-school programme for the children.

- The staff have very good relationships with the parents who are regularly informed about events within the centre and their children's progress through a range of relevant meetings, a parents' information pack and a monthly newsletter.
- Currently, the staff have the support of an independent early years specialist (EYS) who has provided regular visits and supported the staff in the creation of a stimulating learning environment. The centre has a three year development plan with associated action plans in place which identify, for example, the developing outdoor physical play experiences for the children and the promotion of positive behaviour strategies. Their self evaluation processes are at an early stage of development; there is now a need for the staff to receive sharply focused support from their early years specialist in order to develop further their understanding of the self-evaluation process.
- On the basis of the evidence available at the time of the inspection, the pre-school centre has comprehensive arrangements in place for safeguarding children. These arrangements reflect broadly reflect the guidance issued by the relevant Department.

CONCLUSION

In the areas inspected, the quality of education provided by this pre-school centre is very good. The centre is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

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