

Rainbow Pre-School

South Dale, Caistor, MARKET RASEN, Lincolnshire, LN7 6LY

Inspection date	24/02/2014
Previous inspection date	02/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are making good progress in their learning and development because staff are good teachers who provide a stimulating and enabling environment and a good range of adult-led and child-led activities.
- Children in this pre-school are confident and independent. Close bonds are formed between staff and children and this ensures children's individual needs are met. Children's personal, social and emotional development is very well-fostered.
- Partnerships with parents and carers are good. Staff value parents' input into all aspects of the pre-school and this has a positive impact on children's care and education.
- The manager, staff team and committee are a hard working team of dedicated professionals who prioritise children's learning and development and well-being.

It is not yet outstanding because

- There is scope to reconsider the organisation of snack time to fully promote excellent hygiene practices.
- There is scope to enhance opportunities to capitalise on children's interests in order to maximise children's learning.

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.

Inspection activities

- The inspector observed activities in the main play room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the pre-school and a committee representative.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children and staff throughout the inspection.

Inspector

Clare Johnson

Full report

Information about the setting

Rainbow Pre-School has been established for over 25 years and re-registered in 2002 following a move to new premises. The pre-school is committee run and operates from a mobile classroom in the grounds of Caistor Primary School in Caistor, Lincolnshire. The pre-school serves the local area and is accessible to all children. The pre-school opens Monday to Friday, term-time only from 8.45am until 3.30pm. Children attend for a variety of sessions. Children are cared for in one main room and have access to an enclosed outdoor play area.

There are currently 23 children in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities.

There are currently five staff working directly with children, all of whom have an appropriate early years qualification. The manager is working towards a childcare degree. The pre-school receives support from the local authority. The pre-school is registered on the Early Years Register. The pre-school is affiliated to the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- enhance opportunities to more effectively respond to children's spontaneous learning by consistently following children's interests

- improve the organisation and location of snack time to fully promote excellent hygiene practices regarding hand washing and sharing of cutlery.

Inspection judgements

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

Children make good progress in their learning and development because staff are good teachers who plan a varied range of learning experiences for them. The environment is stimulating and enabling and children can choose what they would like to do. They can freely select from the resources available as they are all easily accessible. Staff provide a good balance between adult-led activities and child-initiated play. Children are encouraged to join in with group activities but their choices are respected and their individual learning styles valued if they choose not to do so. Each member of staff has a key group of children and they are responsible for planning activities and resources to support their children's development. They observe their children and use this information to ensure all children are making progress. The manager tracks children's progress as a group and this

is effective in ensuring all children are making progress in-line with their abilities. Weekly staff meetings focus on planning for the week ahead and this is effective in ensuring all staff have an overview of all children's development. Staff are good teachers, however, on occasion they sometimes miss opportunities to fully extend children's spontaneous learning. For example, a child notices a ladybird outside and is extremely interested in it. Staff do acknowledge this interest but do not give sufficient gravitas to the child's enthusiasm. Staff focus on the prime areas of learning as appropriate and incorporate the specific areas of learning well into daily activities.

Children's communication and language skills are promoted as the environment is rich in language and children have many opportunities to engage in meaningful discussions with staff which supports their developing vocabulary and speech. Their listening skills are promoted throughout the session but also during listening games where children have to listen to different sounds on the tape and try and identify them. Children's early literacy skills are developing as they enjoy reading books with staff and taking trips to the local library. When children are being read to they are very interested in the story and ask many questions about what they are hearing. Staff model being thinkers as they do not know the answers to all of the children's questions and assure them that they will go away and find out for them. As a result, children are learning well. Children have regular opportunities to make marks and practise their writing skills in a variety of different ways. Their mathematical development is supported through regular baking activities where they weigh and measure ingredients to make cakes. Counting numbers is part of the daily routine and staff ask questions to support children's thinking, such as 'how many balls do you have in that bucket?' and 'how many children are here?' Children are encouraged to be imaginative and express themselves freely. They become absorbed in role play with the baby dolls and enjoy dressing-up in various costumes, sometimes choosing to keep the costumes on for the whole session. Opportunities for children to explore expressive arts and design is promoted very well. They become engrossed in a junk modelling activity and the characteristics of effective learning are clear to see. They engage well with the activity and have a go at coming up with ideas for what they would like to make. The current theme is transport and many children choose to make vehicles but they are free to use their imaginations and some children choose to make dolls. Staff support children but allow them to take the lead. Children have to consider which materials to use and how much glue is needed. They spend a long time on this activity and concentrate hard. The end results are superb creations which staff cannot praise highly enough. Children are excited to take their masterpieces home to their parents. Another activity which children thoroughly enjoy is when they use glue and glitter to make pictures. They design and make their pictures but also explore the glue by submerging their hands in the glue pot and then into the glitter. They rub their hands together and delight in the feel of the sticky mixture. Staff talk to them about how the glue changes as it dries and this supports children's early scientific understanding. Children get to grips with information technology as they confidently select from the range of computer programs available. They navigate the mouse to paint a picture on the screen and are competent at doing so. Children are investigators. Their natural inquisitiveness is encouraged as they make scientific discoveries outside in the 'mud kitchen'. They learn about nature and how things grow with the help from staff. They collaborate to plant and water some mint shoots and take turns to use the trowel and watering can.

Good relationships exist between the pre-school and the on-site school. Regular visits are encouraged and staff and children enjoy going to assemblies and meeting their new teacher. The school allows the pre-school to use many of their facilities and this helps children become very familiar with the school. Consequently, this helps children to make a smooth transition when the time comes to move up to the reception class. Parents are included in their children's learning and development. Each child has a special book and these are shared with parents. They are used to record children's achievements and examples of their work. Parents speak highly of the pre-school and how much their children have developed since they started. They feel included in their children's learning as staff make the effort to share information with them. Children with special educational needs and/or disabilities are supported well in this pre-school. Staff have received appropriate training and are currently refreshing this training to enable them to support children further. Regular observation and assessment of children including the progress check at age two ensures staff identify any additional needs early and access any support needed. Staff have good relationships with health professionals to support children with special educational needs and/or disabilities.

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

Children's personal, social and emotional development is well-fostered in this pre-school. Staff get to know each child very well and form close bonds with them. This helps them to meet each child's individual needs to a high standard and ensures children feel a sense of security when they are here. The key person system is embedded and ensures staff are clear on which children they are responsible for and allows special relationships to develop, however, due to the pre-school being small, all staff and children are close and know each other well. Children have a real sense of belonging at this pre-school. They are warmly welcomed and are made to feel at home by the kind and caring staff. Parents and visitors are also offered a warm welcome and this contributes to the happy and positive atmosphere of the pre-school. New children settle very easily as staff spend time with them and their parents to ensure their needs are met. Children are independent and confident. They select which activities they would like to take part in and which resources they would like to play with. They know that staff will support and respect their choices. Children confidently address the inspector and ask her what she is doing at their pre-school and why she is on her computer. They explain the routine to the inspector and enjoy telling her about the things they do. Children's self-esteem is boosted by staff who offer them constant praise for their achievements. Their creations are valued and displayed proudly around the room.

Children behave very well. Their good behaviour is promoted by staff who encourage manners and kindness. Children are learning to share and cooperate with each other and these are skills they will take with them when they move on to school and the next stage in their learning. Children are polite and show a real care for each other and the staff. They welcome the inspector into their pre-school and regularly enquire if she is ok. This genuine care for others is a credit to them and to the staff who nurture it. Good partnerships with parents and carers support children's care. Staff share information on a daily basis with parents and this ensures good communication. Parents comment that the staff are very approachable and kind. They feel their children are very well-cared for here

and that nothing is too much trouble for the staff.

Children's physical development is well-promoted as they have regular opportunities for fresh air and exercise in the outdoor area. They confidently climb the steps to the slide and go down it in various ways, learning to use their bodies differently and safely. Children jump into the ball pool and move through it which they thoroughly enjoy. They stand on stilts and with the support of staff they experience what it is like to be taller. Children also have access to the school playground and field where they can exercise on scooters and trikes and run freely. Children learn how to keep themselves safe as they remind each other not to go up the slide and to wait until the child in front has got off the slide before they descend. Children's dietary health is promoted as they are offered healthy snacks, such as, various fruits and crackers. Parents are encouraged to provide healthy packed lunches and staff give them ideas for alternatives to foods which are high in fat and sugar. At snack time children are encouraged to be independent and pour their own drinks and butter their crackers. Staff have been trying a different way of doing snack time recently and have realised it is not effective in meeting all children's needs. The organisation of morning snack is not as effective as that of afternoon snack. Occasionally staff do not notice that children have not washed their hands or have licked cutlery that could be used by another child. There is scope to improve the organisation of snack time to fully promote excellent hygiene practices. Children are supported with their self-care skills as those who are able can independently access the toilet. They know that they must wash their hands to get rid of germs which could make them poorly. Children enjoy looking at the pictures in the toilet that show their transition puppet, 'Louie', washing his hands. Nappy changing is done hygienically and with children's privacy in mind.

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

The manager, staff team and committee have a good understanding of their responsibilities to safeguard children. Staff have received child protection training and can recognise the signs and symptoms of abuse and neglect and know what to do to protect a child if they had any concerns. Children are cared for in a safe environment that is free from hazards. This is due to the risk assessments that staff conduct as well as their vigilant supervision of children. Staff are trained in paediatric first-aid and can respond quickly and appropriately to any accidents that occur. Recruitment and vetting procedures are robust to ensure all staff working directly with children are suitable to do so. The pre-school have not had to recruit staff for many years now and this is testament to the dedication of staff to the pre-school and the children they care for. As a result, children are safeguarded and the safeguarding and welfare requirements of the Early Years Foundation Stage are fully met.

The manager and staff team work closely together in this small pre-school. They constantly communicate about the children in their care and offer support and advice to each other and suggestions on how practice could be improved. The manager is continually observing staff practice in an informal way on a daily basis. She conducts more formal observations of staffs' teaching practice each half term and offers them feedback on their strengths and areas for development. This monitoring links into staffs'

supervisions and appraisals and training needs are identified through this system. The manager has implemented this system of monitoring and evaluation and it is effective in ensuring good quality of teaching and supporting the development of staff through training. The manager is committed to the continuous professional development of staff and encourages all staff to further their qualifications. She is currently working towards an early years degree and when she completes this she would like to continue her studies and gain Early Years Professional Status. Training is accessed regularly by all staff and this is promoted by the manager and committee. This training and staff development is having a positive impact on children's learning and development. The manager reflects on practice well. She accurately identifies any areas for improvement in the pre-school and has implemented an action plan to ensure these areas are addressed. Thorough self-evaluation supports this process. Good progress has been made since the last inspection. Recommendations around increasing the rigour of self-evaluation and linking this to children's learning and supporting children's progress have been fully addressed. Many more improvements have also been made since the last inspection, such as, the enhancement of the outside area and internal reconfiguration of the room to make better use of the space available.

The manager is very organised and has implemented a good range of policies and procedures which are used to underpin staffs' practice. These are shared with parents and are regularly reviewed to ensure they are current. Partnerships with parents are good. They are involved in all aspects of pre-school life and are actively encouraged to join the committee. The manager works closely with other agencies, such as, the local children's centre representative, health professionals and the local authority advisor. She values these relationships as she can see the positive impact they have on children's care and education. The manager and staff team are dedicated childcare professionals who prioritise children's learning and well-being. They have a strong drive for improvement and want to continue to improve the service they offer to the children and families they serve.

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	EY240964
Local authority	Lincolnshire
Inspection number	877458
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	23
Name of provider	Rainbow Pre-School Committee
Date of previous inspection	02/12/2008
Telephone number	01472 859979

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Type of provision

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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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