

Rainbow Preschool

Hope Community Church, Deveron Way, HINCKLEY, Leicestershire, LE10 0XD

Inspection date	03/02/2014
Previous inspection date	28/10/2011

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is outstanding because staff make excellent use of comprehensive assessments of children's progress to plan stimulating activities that enable children to achieve excellently given their starting points and capabilities.
- Children have formed extremely secure bonds of attachment with staff, which provides a strong base for them to develop their independence, exploring the environment around them.
- Children's safety is paramount to ensure all are safeguarded. Staff are fully aware of their role and responsibility in safeguarding children and robust recruitment and vetting procedures, including the induction and supervision of staff, ensure they are continually safe.
- Children's needs are extremely well met through the highly effective partnerships between pre-school, parents and outside agencies.
- Staff are enthusiastic, motivated and continually strive to enhance their excellent knowledge, skills and abilities through ongoing training and development. Leadership is excellent and staff are supported extremely well through high quality supervision and appraisals, which continually enhances this exceptional practice.

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 spoke to management, staff and children throughout the inspection and also spoke to parents.
- The inspector looked at documentation including daily registers, children's records, written policies and checked staff's qualifications and suitability.
- The inspector looked at all areas of the setting and discussed the safety measures that are in place.
- The inspector completed observations of the interaction between staff and children during activities.

Inspector

Tracey Boland

Full report

Information about the setting

Rainbow Preschool registered in 2003 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is run by the board of Trustees of Hope Community Church & Family Centre. It operates from two rooms, with the younger children cared for on the first floor. There is an enclosed front courtyard available for outdoor play.

The pre-school is open from 9am until 1pm on a Monday, Tuesday, Wednesday and Friday and 9am until 3pm on a Thursday, term time only. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs 10 staff. Of these, seven hold appropriate early years qualifications at level 3 and one member of staff holds Early Years Professional Status. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent practice of developing children's independence skills by providing more opportunities for the younger children to serve themselves at snack time.

Inspection judgements

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

The quality of teaching is excellent and consistently applied throughout the pre-school. Children make excellent progress in their learning and development taking into account their starting points, which are gathered during their gradual settling-in visits as staff and parents work closely together. Comprehensive information provided by parents effectively supports children's early learning and helps them make superb progress right from the start. Planning is clear, concise and informative, embracing the individual needs of all children, which are identified through meaningful observations and assessments. Staff use their wealth of experience and knowledge of how children develop and how it links to the early learning goals. They have an excellent understanding of children's individual care and learning needs so that, consequently, all children make excellent progress. Photographs are used effectively to illustrate the activities children enjoy and are displayed within this vibrant, interesting environment enabling children to recall past events and experiences, sharing them with their parents and family members. For example, children recreated a map of a recent walk in the local area; including pictures of the places they saw and the route they took, which is displayed for all parents to see on their arrival at pre-school. Staff plan an excellent variety of activities each week that are

highly imaginative and challenging. Time is spent at the end of each session to review the mornings activities, ensuring any emerging needs are shared and to identify whether or not the aims and objectives of the activities have been met. Staff work excellently together. They support each other and clearly understand their roles and responsibilities. Consequently, children flourish in this wonderful environment, gaining essential skills that prepare them extremely well for the transition to school.

Staff understand the need to concentrate on the prime areas of learning with younger children and the progress check for children at age two is completed alongside parents, whose comments are actively sought and included. Parents are continually involved in their child's learning and contribute to their child's progress check and ongoing assessments, sharing what they have observed their child involved in at home. This successfully nurtures partnerships between staff and parents and has a positive impact on children's learning. Staff work cohesively with other professionals involved in children's lives to ensure their specific needs and requirements are well known and intrinsically met. The support for children with English as an additional language is outstanding. While staff understand the importance of promoting English, they are highly confident in working with parents to ensure they get the key words and correct pronunciation of words in children's home language to enhance children's communication and language skills. Staff are committed to engaging with parents and continually strengthen the link between home and pre-school. Newsletters inform parents about the wide range of forthcoming events and the community centres website means they can access all information about pre-school at any time. Toddlers have a flexible environment in which to play and learn. They are animated and engaged as they sing songs in a large group and staff role model the actions and words using Makaton sign language. This encourages children's communication skills further. Children explore music and movement in many ways both indoors and outdoors, for example, making their own sounds when banging the saucepans outdoors. Their enjoyment of music is enhanced as they take part in music and dance sessions, learning many types of dance and how to move their bodies to different sounds and beats.

Children are eager to become involved in activities, actively seeking staff and settling down to play. A small group of children enthusiastically select from various materials including wood shavings, paper, card and string and skilfully use scissors to cut out various shapes. This develops good hand and eye coordination. When finished, they place them in their homemade folders ready to take home to show their parents, building self-esteem and giving them a sense of pride in their achievements. Children's literacy skills are supported extremely well as they choose from a wide variety of books independently or with a member of staff. Children have many opportunities to make marks, for example, by using paintbrushes with buckets of water to draw in the outdoor learning environment and when writing medical notes and prescriptions while playing in the hospital role play. Children's understanding of their own well-being is promoted superbly as they learn about germs, how they spread and how they can make them feel poorly. They recall how they felt when they have been poorly and what happens during visits to the doctors. Staff skilfully ask questions to encourage their language extension and give plenty of time to enable them to gather their thoughts and answer questions asked of them. For example, when a child states that the baby is hot and has a temperature, the staff member asks how they know, what are the signs that the baby is poorly and what might they need to

make them better. Their imagination continually grows as children re-enact being a doctor or nurse, using the computer keyboard to write their medical notes and prescriptions for their patients to make them better. The wonderful learning opportunities offered to children throughout the pre-school promote their rapid development and help prepare them excellently for the next steps in their learning.

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

Children are extremely happy, relaxed and confident in this vibrant, child-centred environment. All children show a strong sense of security and belonging within the setting and parents and children benefit from a highly effective key person system. Transitions from home to pre-school and from the younger room to pre-school are managed extremely well. This makes any change less daunting and the process as relaxed as possible as it is set at a pace that is reflective of the parents and child's needs. Children's individual routines are incorporated into the day and staff ensure comforters from home are available, which effectively helps them settle easily. Staff are highly skilled in recognising and providing for the individual needs of the children who develop high levels of confidence and self-esteem through the praise and encouragement they receive from staff. Children are inquisitive, active learners who move freely around pre-school. Younger children enjoy taking their play between the indoor and outdoor learning environment and are free to decide when they wish to play outside. Older children have daily access to the outdoor area also and enjoy becoming familiar with their local community in trips to local places of interest. Staff provide a rich, inspiring and relaxed environment where children play and learn. Resources are of a high quality and effectively support all areas of learning for all children. Staff use information gained from training courses to enhance the environment further. For example, within the toddler room, tents, quilts and pillows are provided, which allow them to move away from the larger group if they wish and sit and relax. This enables them to rest to recharge their energy again when they want to. Children engage in stimulating and challenging activities and their independence is continually encouraged. Consequently, they become capable, confident learners.

Behaviour is excellent as children consistently learn about sharing, taking turns and being kind to their friends. Staff are excellent role models and gently remind children what is acceptable behaviour when needed. Staff skilfully guide children towards using effective skills and play cooperatively. For example, encouraging them to think about how they ask for toys when it is their turn and using the egg timer to reflect when it is their turn. This deflects from minor squabbles as all children begin to understand the concept of time. Staff continually encourage children's independence and they become confident in managing their personal care. Snack and meal times are very social occasions as children chatter about their day and things they have done with their families. Older children serve their own foods and staff are developing ways of continually encouraging those skills with the younger children. Staff are proactive in ensuring that they are fully conversant with any dietary needs, allergies and preferences. Excellent routines with regard to the handling and preparation of foods ensure that there are no opportunities for children to come into contact with foods that are unsuitable for them.

Children learn to manage their personal needs exceptionally well. Older children

confidently use the bathroom, washing their hands at appropriate times throughout the day. Staff take time to familiarise new children to the setting with the warm air dryers, which reduce any cross infection. Younger children's care needs are met extremely well by staff who sensitively change nappies and encourage toilet training. Pictures and labels encourage the children to recognise the value of washing their hands well. Staff demonstrate a superb understanding of the individual needs and interests of the children, which includes any additional or medical needs. Robust systems are in place to deal with minor accidents and staff maintain excellent communication with parents who countersign all medical records at the end of the day. Children's safety is given the highest priority and comprehensive risk assessments have been completed to cover inside and outside areas and outings are separately and individually considered. Children understand the importance of listening to instructions, holding hands and staying safe near roads. They talk about their recent visit to a local grassed area where they tried to send Chinese lanterns into the sky as part of their Chinese New Year celebrations. They clearly explain that they had to be clear of any trees before letting them go because of the fire that is lit inside them, but also acknowledged that due to bad weather they were unsuccessful. Children become familiar with the fire evacuation procedures which are recorded and evaluated when practised to ensure the procedure remains suitable and children remain safe. Children attend from a wide area and move onto several different schools. Teachers are actively involved in meeting the children and speaking with their key person. Transition days take place for children in the final year before they begin school. Staff encourage children in all aspects of self-care, broadening their understanding of the wider world through trips and outings and talk to children about school to allay any fears or worries they may have. They support children and parents as they visit school and encourage children to talk about their experiences. This helps smooth the transition for children as they leave pre-school to begin their formal education.

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

Leadership within the pre-school is inspirational and extremely supportive of all staff, recognising their knowledge, experience and skills. This makes them feel valued and respected. Staff in turn are proactive in ensuring the care and well-being of the children is continually met and their learning is enriched through the extensive learning opportunities and experiences provided. Staff work together excellently. Their enthusiasm has an extremely positive effect on children who are motivated, engaged and eager to learn. This exciting environment allows children to develop a sense of freedom, moving freely and safely, exploring everything around them and continually enhancing their learning. Children's welfare is skilfully safeguarded as all staff have an excellent understanding of the safeguarding requirements, which are supported through comprehensive written policies and procedures. Up-to-date training with regard to child protection ensures they are all fully aware of current practices and staff are able to recognise signs that may mean a child may be at risk of harm and take effective steps to safeguard them. Comprehensive written risk assessments, alongside the vigilance of staff throughout the day ensure children's well-being is not compromised. Robust recruitment and selection processes and the completion of suitability checks ensure all staff are safe and suitable to be in the proximity of children. A thorough induction programme enables staff to become fully

conversant with the pre-school's ethos of care which continues through their probationary period. Excellent support is provided for all staff through regular supervisions and appraisals and staff are actively encouraged to enhance their professional skills and knowledge through training and development.

Excellent partnerships with other early years professionals have been established, which ensures children's learning; development and welfare needs are successfully met. Through these partnerships children's needs are identified and they receive effective, well-targeted support, therefore, enabling them to make excellent progress. Parents speak highly of the care and support pre-school provides. They feel staff are kind, approachable and have their children's best interests at heart. They are encouraged to chat about their child's progress at home and are kept up to date and informed about their child's ongoing development. This is supported by the detailed learning journals which are freely available for them to see. Parents spoken to are thrilled with the care their children receive and acknowledged that through the staff's vigilance and close partnership working, they have supported them to seek additional help and support for the benefit of their child. They feel care is excellent and it cannot really be improved.

A highly effective, thorough self-evaluation process is firmly embedded in practice. The views of management, staff, parents and children are actively sought. This enables staff and management to clearly identify the strengths of staff and of the service provided and the set achievable targets to continually enhance the service. For example, they are looking at ways to continually enrich the independence skills of the younger children attending the setting. Monitoring and evaluation of the educational programmes is excellent. Consequently, children make the best possible progress as their individual needs are exceptionally well known and met. Management and staff have a meticulous understanding of the educational programmes and ongoing monitoring ensures children experience a wealth of experiences that help them to progress successfully towards the early learning goals. New information, legislation and practice are cascaded to staff through daily discussion, sharing ideas and the effective monitoring of practice. As a result, the pre-school continually evolves and improves. Documentation is maintained to an extraordinary high standard and staff are continually supported through the acknowledgement of their excellent work and through praise and encouragement. This promotes a feeling of value, appreciation and inspires them further. Excellent deployment of staff ensures children are consistently supervised, and therefore, remain safe at all times. The security of the building both inside and outside ensures children play and learn in a safe and secure environment, which promotes their care and learning superbly.

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	EY248147
Local authority	Leicestershire
Inspection number	952785
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	46
Name of provider	The Hope Community Church Hinckley
Date of previous inspection	28/10/2011
Telephone number	01455 233798

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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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