

Rainbow Pre-School and Nursery CIC

254 Lymington Road, Highcliffe, CHRISTCHURCH, Dorset, BH23 5ET

Inspection date	19/03/2014
Previous inspection date	17/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Communication between staff and children is positive and affirming. This means children feel confident and secure as they explore their environment and relationships.
- The pre-school demonstrates a strong commitment to ensuring all children and their families are fully included and welcome. This means all children are well supported as they explore and learn.
- Children are well challenged to develop their skills through an environment that is creatively arranged and resourced. This means children are able to make active choices and benefit from a wider range of learning opportunities that follow their individual interests.

It is not yet outstanding because

- Occasionally, there are fewer staff to help children at planned group activities to help children maintain focus and enhance their learning opportunities.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in activities indoors and outdoors.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector sampled children's records, planning, staff records and policies.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the manager and members of staff.

Inspector

Judi Naish

Full report

Information about the setting

Rainbow Pre-School CIC registered in 2009 as a community interest company run group. It operates from the former school and youth club premises near the centre of Highcliffe, in Dorset. The children have access to two main rooms, a courtyard area and a separate secure garden for outdoor play activities. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 53 children on roll all of whom are in the early years age range. The group receives funding for the provision of free education for two-, three- and four-year-olds children.

The group opens Monday mornings and from Tuesday to Friday all day during school term times. Sessions are from 9am until 12 noon and 12 noon until 3.00pm. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. A team of seven qualified staff work with the children including the manager. The manager holds a National Vocational Qualification to level 4 in childcare, one staff member holds a degree in early years childcare, five staff hold appropriate level 3 qualifications and there is also an apprentice in training.

What the setting needs to do to improve further

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

- strengthen staff support during large group activities so that all children consistently receive plenty of adult encouragement to help maintain their interests and challenge their learning further

Inspection judgements

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

Children thoroughly enjoy the wide range of activities that are available to them. Staff encourage children to move freely around the different spaces taking care as they explore inside and outside. Staff enable children to make choices based on their interests. For example, they encourage children to take books outside, and use positive interaction to promote their learning. Children select from activities that reflect the different areas of learning. The adaptable nature of the resources allows children to explore using their imaginations. This results in good levels of focus by the children. Levels of challenge through activities for all children are high. For instance, a planned activity of cutting and sticking pictures using a range of materials proves popular with the children and provides a range of skills. Individual children are supported by staff to engage fully with the activity. For some the encouraging word is sufficient, for others a demonstration of how tools work provides the required support. As each child receives tailored levels of support and freedom all children are keen to participate as they each try new skills. Levels of

independence are raised as support offered matches their developmental needs. Children show high levels of confidence as they are praised for their skills. However, occasionally at other group activities children are not provided with such high levels of support, as staff are involved in other jobs. Consequently, children begin to lose focus.

Staff actively encourage children to use number language as opportunities arise. For instance as children use beads to thread they are invited to count the number of beads. Children keenly participate. At circle time children support one another to count how many children are present and delight in counting higher and higher. This means numbers have a strong significance for the children as they see their usefulness in everyday activities.

Staff model good communication and listening skills to the children and as a result children are keen to share ideas and ask questions. This leads to deeper levels of learning. For instance children are invited to sing the afternoon song in the outdoor area and as they are about to begin a gust of wind blows. Children spontaneously start talking about the wind and the staff member delays the activity to follow the children's interest. There is a wood chime close by and the staff member uses this to get the children to think about the effect of the wind on the chime as it blows. Questions such as, 'When the wind blows harder the chime gets?' enable children to respond. Further descriptive words and ideas are introduced meaning children's knowledge and understanding of the wind and its effect on things is deepened.

Overall, the quality of the teaching is good across all areas of learning. Staff have a good understanding of how children learn and develop and through sensitive tailoring of activities support all children to make good progress. Staff observe children as they engage in activities. These observations are used along with information gathered from parents to plan accurately for children's next steps. Staff use words well to reinforce and expand children's vocabulary. As a result children are particularly expressive in their use of words and ability to make themselves understood.

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

Children enjoy warm and sensitive interactions with staff. This means children are settled and confident forming close relationships with friends and staff. Children show they feel safe and secure through their confident and calm behaviour. Staff support children's emotional well-being effectively. For instance, aware of some children's shyness in the presence of strangers, staff introduce visitors to set the children at ease. Following this children resume their play confident and secure in the knowledge that their key person is close by. Through close partnership with parents children are supported as they settle into pre-school.

Staff are extremely good role models to the children. They listen attentively to children and respond with sensitivity and respect, praising children's efforts. Consequently children feel valued and behaviour is very good. Children share and take turns well.

Staff include children in risk assessing their environment. For instance children are asked

to look around for potential hazards and then staff help them consider what to do about it. This means children learn about how to keep themselves safe and work out problems for themselves. The creative layout of each room and the ease with which children negotiate their way around their environment demonstrates staff's clear understanding of how to manage risks. Children are encouraged to try new skills in safe environments. For instance a balancing course is set up on a soft floored area outdoors. Surrounding walls enable those children less sure of their skills the chance to fully test their balancing ability using the wall for additional support. With increasing confidence children are seen relying on the wall less and less. As a result, children enjoy a greater sense of independence through physical play.

Staff promote children's emotional and physical health effectively. Children are encouraged to bring a comfort item from home to help them settle and feel secure. As time goes by, this item is left on the child's peg as they become more confident. Staff are clear about the importance of healthy eating and share this regularly with children. Their dietary needs are known and met by staff. Regular use of the outdoor area provides good opportunities for fresh air and exercise.

Bright displays are used meaningfully around the environment. Children's work is displayed alongside visual displays of everyday scenes that all children can relate to. There is a visual timetable of the day's routine that children use to establish what is coming up next. Staff assist children in their use of these during group activities. For instance, when the staff member points to the visual timetable for the day the children giggle and say it is all muddled up. Children are asked if they can sort it out. With the help of friends a discussion takes place as to the order of events such as, 'when do we wash our hands?' and 'when do we have our snack?' With the timetable now in order children frequently go over and give themselves a reminder as to what is happening next. A strong visual routine means all children are confident of their day.

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

Management and staff have a good working knowledge of how to keep children safe and undertake regular training to maintain this. They have a thorough understanding of child protection issues and the correct reporting procedure if they have a concern about a child. Recruitment processes are in place to ensure that all staff are adequately trained, vetted and suitable to work with children. The staff meet regularly to plan and discuss aspects of the provision. There are systems in place for regular supervision and yearly appraisals in order to continue staff developing their practice. Systems to monitor staff practice are good, overall.

The staff have a good knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. This is reflected in each child's learning journal, as staff gather observations across all areas of learning and plan for their next steps of development. Children's learning journals show that children are making good progress.

Staff are committed to improving the provision and this has been seen in the number of improvements that have been made to the building. This commitment has meant that the children enjoy a really well resourced and inviting environment in which to learn.

Parents' views are sought on a regular basis through the key person as they carry out two year checks for children and plan for their next steps. Parents are also invited to share information through parent questionnaires that contributes to all children's needs being well met. Staff liaise with other professionals as necessary to ensure the needs of all children are met.

The Childcare Register

The requirements for the compulsory 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	EY395494
Local authority	Dorset
Inspection number	845769
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	53
Name of provider	Rainbow Pre School and Nursery CIC
Date of previous inspection	17/01/2010
Telephone number	07723473679

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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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