

Rainbow Pre-School

Hindhaye County Infant School, Leigh Road, STREET, Somerset, BA16 0HB

Inspection date	01/10/2014
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 actively engage in a good range of activities and experiences that support them to make good progress in relation to their starting points.
- Management and staff have established effective partnerships with parents, which successfully contribute to meeting children's needs.
- Children's behaviour is good. Staff use effective methods to help them learn and manage their behaviour for themselves.
- Staff build warm and trusting relationships with the children, which helps them to feel safe and secure, and settle quickly.

It is not yet outstanding because

- Occasionally, staff miss opportunities to extend children's learning by asking open-ended questions that further challenge their thinking.
- Staff do not always reinforce thorough hygiene routines, to enhance children's understanding of good hygiene practices.

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 observed activities and the quality of teaching both inside and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including children's assessment records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Michelle Tuck

Full report

Information about the setting

Rainbow Pre-School is a privately-owned group, which registered in 2008. It operates from premises in Hindhayes Infant School, in Street, Somerset. Children have access to some of the school's facilities including the playground, field, reception class play area, computer suite, hall, library and orchard classroom.

The pre-school operates term time only between 8.45am and 2.45pm. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. At present there are 67 children on roll in the early years age range. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language. There are ten members of staff who work with the children. This includes one Early Years Teacher, and one Early Years Teacher trainee qualified to level 6. Six members of staff are qualified to level 3.

What the setting needs to do to improve further

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

- extend use of open-ended questions during some adult-led activities, to further challenge children's thinking and exploration
- enhance children's understanding of health and self-care by implementing consistent hygiene practices, with regard to hand washing and drying.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They monitor the educational programmes well and provide experiences that engage children's interests and promote their learning effectively. Staff gather information from parents regarding children's learning and use this information alongside their own assessments to plan effectively for individual needs. Children also learn through themed planning; for example the current theme is 'light and dark'. During the inspection, a member of staff drew a range of leaf patterns on some paper to help the children make a sun catcher. Children looked at a book about leaves as they engaged in conversation about what they were going to make. The staff supported children well to hold the scissors correctly and cut out the different shapes. After they covered their leaf shapes with sticky plastic, they used torches to shine on them. They talked with one another and the staff about the patterns this made. This supports children's understanding

of the world effectively.

Children enjoyed taking part in a Forest School activity. They explored the school grounds and collected a range of leaves, sticks and flowers. They used what they found to decorate some card to make a forest crown. They talked excitedly with one another about becoming forest princesses, kings or fairies. Although staff were interested and helped children to make their crowns, they did not make full use of open-ended questions to further extend and build on children's understanding. For example, they did not talk to the children about the different shapes of the leaves or ask them if they knew why they were falling from the trees, to extend their knowledge and understanding even further.

Children enthusiastically took part in a music and movement session in the garden. They stretched their arms up high to become a tree. They shook the beanbags left and right, following instructions very well. Children smiled and laughed as they sang along with the songs, relishing the praise they received from the staff. This effectively supports children's physical development, and boosts their confidence and self-esteem.

Staff teach the children about letters and sounds, as they encourage them to write their name on their pictures. Children access mark-making resources to practise their early writing skills, and enjoy looking at books with their friends or listening to stories at group time. This effectively promotes their learning in literacy.

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

Staff provide a welcoming and nurturing environment where children share warm and trusting relationships with their key person and other staff. This supports their physical and emotional well-being successfully. Children arrive happily, and excitedly seek out their friends and share their news with the staff. The learning environment is well organised. Children demonstrate increasing independence as they freely select from the wide range of high-quality toys and resources. The organisation of the environment ensures that all children can make decisions for themselves about whether to play indoors or outside, which further promotes their independence. Staff teach the children to manage their own behaviour effectively. They give them gentle reminders about the 'rules', such as to walk inside and not run. They act as good role models to the children and praise them for their achievements. Consequently, children's behaviour is very good.

Children have good daily opportunities to develop their physical skills and benefit from fresh air and exercise. They explore the outside environment and take part in activities in the school playground or hall. This promotes their physical development and helps to build their confidence. Staff teach the children about the importance of living a healthy lifestyle. For example, they encouraged them to eat the savoury items first from their lunchboxes and engaged them in conversation about the foods that are good for them. Children know it is important to wash their hands before meal times and after playing outside. However, the hand dryer is currently not working and because the paper towels are not easily accessible, children are using a communal towel. This does not fully prevent the spread of infection.

Staff maintain a safe and secure environment, which children explore freely. Staff help children to learn about keeping themselves safe through worthwhile practical activities and discussion. For example, children learn that they must sit down while using scissors. They talk about fire safety and practise the emergency evacuation procedure, so that they know how to get out of the building quickly and safely in an emergency.

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

The management and staff have a good understanding of the safeguarding and welfare requirements. Staff demonstrate a good understanding of child protection issues and are clear on the reporting procedures to follow if they have a concern about a child in their care. There are robust recruitment, induction and vetting procedures. This ensures that only those suitable to work with children do so and that staff are secure in their knowledge of the pre-school's policies and procedures. Management ensures the ongoing suitability of staff through supervision and appraisals, which help to drive improvement and identify training priorities. Staff carry out daily checks and risk assessments on the premises, including the garden, to further ensure that children are kept safe and secure. All staff have completed paediatric first aid training, and effective procedures for recording accidents and the administration of medicines are in place.

The management and staff have good knowledge and understanding of the learning and development requirements. Staff monitor educational programmes well, to ensure all areas of learning are covered. They track children's progress successfully to aid planning and to close any identified gaps in learning. The management and staff team have a good overview of how the pre-school operates and have a proactive approach to self-evaluation. The staff team meets regularly to discuss where improvements would benefit the children further, and to share and develop ideas. This demonstrates a good capacity to maintain continuous improvement. All staff are involved in the pre-school's self-evaluation, as are the parents and children through discussion and questionnaires.

Partnerships with parents are strong. Parents are extremely happy with the pre-school provision and the progress that their children make. Parents described the staff as friendly and approachable. They said that communication is good and they feel involved in their child's learning. There are thorough systems in place to share information with other providers when children attend more than one setting. Partnerships with other professionals and the local authority are good. This contributes effectively to improving outcomes for children and supports consistency.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY375021
Local authority	Somerset
Inspection number	829408
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	67
Name of provider	Susan Lorraine Court
Date of previous inspection	21/01/2009
Telephone number	07876322763

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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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