

# Rainbow Pre-School

Welbourne Primary School, Goodwin Walk, Peterborough, Cambridgeshire, PE4 6RE



## Inspection date

29 January 2015

## Previous inspection date

3 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff demonstrate a secure knowledge of how to keep children safe and protected from potential harm. They are caring and affectionate towards children. As a result, children make secure attachments and this promotes their confidence and emotional well-being.
- The quality of teaching is consistently good, with some aspects of outstanding practice. The provision for children with special educational needs and/or disabilities, and children with English as an additional language, is exceptionally strong. As a result, all children make good progress as they prepare for the next stage in their learning, including school.
- The pre-school is well managed. Those in charge regularly identify areas that can be improved further and take appropriate actions to develop the overall quality of the provision.
- Effective partnerships with parents have been developed. This ensures that relevant information is shared. This enables the pre-school to meet children's individual learning and care needs.
- The learning environment is interesting and challenging both inside and outside. This means that children are keen and enthusiastic in their learning.

### It is not yet outstanding because:

- Management is not yet making the best use of the monitoring of practice, in order to swiftly disseminate the outstanding aspects of teaching in particular areas, such as special educational needs.
- Assessments are used to routinely check children's progress, however, the information gathered from them, is not always used to inform planning ideas.

## What the setting needs to do to improve further

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

- refine the monitoring strategies further, in order to share the outstanding aspects of practice swiftly, to raise the overall standard of teaching even further
- make better use of information from the assessments of children's progress, focusing on reflecting their interests and ideas more consistently in the planning.

## Inspection activities

- The inspector toured the premises with the manager.
- The inspector observed activities in the main playroom and outdoor area.
- The inspector carried out a joint observation with the manager.
- The inspector checked policies and evidence of the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents.
- The inspector held a meeting with the manager.

## Inspector

Ben Hartley

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy access to a wide range of resources in a stimulating learning environment. Staff support children's learning through positive interactions and appropriate questioning. This means that children are increasingly curious and eager to learn. Staff have a sound knowledge of the children and their families. Provision for children with special educational needs and/or disabilities, is particularly strong. Targeted support is also given to children who speak English as an additional language. As a result, children make good progress in relation to their starting points. Children's assessment records are completed and shared with parents. However, information gathered about children's interests, is not always used to inform and enhance planning ideas. Staff utilise the outdoor area well, in order to provide children with additional learning opportunities. They also use the additional space to enable children to be creative on a large scale. For example, they use chalks to draw on the floor and create different spaces for children to move around in.

### **The contribution of the early years provision to the well-being of children is good**

Children are encouraged to become independent in their learning. This helps increase children's readiness for school or the next stage in their learning. Children demonstrate self-confidence as they actively explore and take manageable risks within their play. Children are encouraged to manage their own personal hygiene and self-care. They use appropriate tools and equipment to serve their own food and drink at snack times. Staff present the space and resources well to ensure that children develop physical competence, particularly with the outdoor area. Additionally, the pre-school uses rooms and areas within the school to provide additional opportunities for children to explore space. There is an effective key-person system that supports staff engagement with children and their families. This means that children form very positive and trusting relationships with staff. Children feel safe and secure as they explore with freedom and confidence.

### **The effectiveness of the leadership and management of the early years provision is good**

The pre-school is managed well and staff demonstrate commitment that ensures the overall quality is consistently good. Staff attend regular training, in order to keep their understanding up to date. The manager has a complete understanding of the requirements of the Early Years Foundation Stage and implements them effectively. Staff have been involved with the pre-school in various roles for an extended period of time. During this time, they have enhanced their qualifications, which has had a positive effect on the quality of teaching within the pre-school. The educational programme is monitored well, ensuring that children experience a wide range of experiences, activities and resources. However, the exceptional practice of some key staff, is not always disseminated swiftly enough to enhance the quality of teaching to its optimum. The pre-school has developed effective partnerships with parents, external agencies and the school in which it is located, to support and enhance the achievements of each child attending.

## Setting details

<b>Unique reference number</b>	EY273637
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	877646
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Rainbow Pre-School Committee
<b>Date of previous inspection</b>	3 March 2009
<b>Telephone number</b>	07594 437927

Rainbow Pre-School was registered on the current premises in 2003. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and level 3. The pre-school opens from 9am until 3pm on Monday and from 9am until 12 noon Tuesday to Friday term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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