

# Rainbow Pre School

Offley Primary School, Offley Road, SANDBACH, Cheshire, CW11 1GY



## Inspection date

5 May 2015

Previous inspection date

9 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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		Outstanding	1
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 have excellent working partnerships with other early years professionals and outside agencies. They have a shared approach to help children prepare for the move to their next learning environment, such as school. Consequently, children are emotionally ready for the next stage in their learning.
- The quality of teaching is good. Children are eager and motivated to learn, and enjoy a wide range of activities across all areas of learning. As a result, all children make good progress in their learning and development.
- The friendly staff team work well together. There is a positive commitment to continuous improvement, by attending regular and relevant training and completing effective self-evaluation. High levels of qualification have a positive impact, as staff are knowledgeable and skilled in supporting children.
- The effective key-person system ensures that children's physical and emotional needs are well met. Relationships with staff are very good, which fosters a sense of belonging.
- Leadership is strong because those in charge have a good understanding of the Early Years Foundation Stage. They regularly check how well staff support and teach children, to make sure all children are doing as well as they possibly can.

### It is not yet outstanding because:

- There is scope to raise staff's good practice to an even higher level, for example, by using a wider range of ways to increase their knowledge, including more opportunities for staff to share their best practice with each other.

## What the setting needs to do to improve further

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

- involve all staff in developing excellent practice, for example, by improving their good knowledge and understanding in a wider variety of ways, including consistently sharing their best knowledge and practice with each other.

### Inspection activities

- The inspector held a meeting with the managers of the pre-school.
- The inspector conducted a joint observation with the managers, and took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at a selection of children's records and information, and spoke to their key persons.

### Inspector

Ron Goldsmith

## Inspection findings

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

Children make good progress in their learning because staff deliver good-quality teaching. Staff promote all areas of learning well, ensuring that there is a strong foundation for children's future learning. Well-qualified staff make sure each child has an individual learning experience. Staff ensure children develop confidence and have opportunities to practise their developing skills. Staff imaginatively use themes, such as fire engines, to promote children's development. They put on fire helmets, climb ladders, pretend to spray water and say 'whooh' to replicate the noise of an engine, while developing early number skills by counting fire staff. Their early literacy skills are skilfully encouraged in a game about letters and sounds. Staff provide good learning experiences for all children.

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

Staff have excellent relationships with children, and develop strong partnerships with other early years professionals and outside agencies. Care practices significantly enhance children's emotional and physical well-being. Children benefit from a welcoming, well-organised and clean environment. The caring, supportive and nurturing staff ensure all children feel valued, safe and secure. Children's self-esteem is extremely high because staff continually praise their efforts and achievements. Staff involve them in constant conversation, to ensure that they are fully engaged and listened to at all times. Children are learning to live healthily and have regular access to fresh air and exercise. For example, they dance and move vigorously to music. Children are encouraged to feel the effects that exercise has on their body. Dental staff are invited to the pre-school to discuss with the children the importance of protecting their teeth. Staff help children to develop independence skills. For example, children have a role in preparing their snacks.

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

Staff have a secure understanding of their responsibilities. Thorough self-evaluation considers the views of all staff, parents and children. Clear development plans drive improvement. A range of policies and procedures, which staff implement effectively, supports children's health, safety and well-being. Staff have a clear understanding of child protection. They know the procedures to follow if there are concerns about a child in their care. Consequently, children are safeguarded well. A commitment to ongoing training ensures the pre-school can continue to meet legal obligations and develop how they work with children. Staff work well with the school that most of the children will attend. Established partnership working with other agencies results in information being shared effectively, and children's needs are well met. Staff have strong relationships with parents. They are encouraged to share information about their children, to ensure continuity of care. The supervision of staff is good. However, full consideration is not always given to finding other ways to extend staff's good knowledge, such as enabling them to consistently share their best practice. Consequently, children make good, rather than outstanding progress, as not all staff consistently deliver the best possible teaching.

## Setting details

<b>Unique reference number</b>	EY393184
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	859504
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Wesley Avenue Pre School Playgroup Committee
<b>Date of previous inspection</b>	9 February 2010
<b>Telephone number</b>	01270753992

Rainbow Pre School was registered in 2009. It operates from Offley Primary School, Sandbach. The pre-school is open Monday to Friday from 9am to 3pm, during term time only. There are nine staff who work directly with children, all of whom hold a recognised early years qualification. One member of staff has Early Years Professional status. The pre-school provides funded early education for three- and four-year-old children.

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