

Rainbow Pre-School Goole

North Street, Goole, North Humberside, DN14 5QT



Inspection date

12 May 2015

Previous inspection date

12 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff have worked hard to make the required improvements since the last inspection. The good support from the local authority and effective team working has enabled them to set, monitor and achieve their ambitious goals.
- Parents confirm their children are safe, well cared for and making good progress. They value the opportunities they have to talk to staff about their child and receive good support so they can help them learn and develop at home.
- Staff have a secure understanding of what children know and can do. They plan and focus their teaching well to help all children achieve their next goals or catch up quickly where behind.
- The pre-school is managed well ensuring children's safety and welfare and staff are confident in their role to safeguard children.
- Staff receive effective professional support and access a range of training to improve their practice. Teaching is good as a result.

It is not yet outstanding because:

- Leaders have not updated their evaluations and improvement plan with new priorities to support the team on their journey to outstanding.
- Staff do not always have high expectations of what younger children can do for themselves and whole group activities do not hold the interest of all children.
- The outdoor area is not fully utilised to further promote children's all-round learning and development.

What the setting needs to do to improve further

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

- together with the committee, leaders and staff, carry out a thorough evaluation of current practice and provision, and identify new priorities for improvement to support and challenge staff on their journey to outstanding
- further enhance teaching to ensure group activities meet the needs of all children and staff take every opportunity to promote children's independence and fully support, excite and motivate their learning outdoors.

Inspection activities

- The inspector observed a range of activities, both indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager and nominated person of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher

Inspection findings

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

Information is shared well. This ensures parents, staff and other professionals, such as health visitors, have a good understanding of what children know and can do, to inform assessments of their learning and development. Consequently, staff know the children very well. Children are interested and engaged in their play and learning and concentrate on what they are doing for long periods of time. This is because activities are carefully planned for their varying interests and levels of development, enabling children of all ages and abilities to take part and learn. Staff play alongside children and support and extend their learning through using effective modelling, questioning and discussions. However, during whole group activities, younger and less able children sometimes struggle to remain as engaged as the older children. Leaders and staff have not fully considered how to best use small and whole group activities to further support children's learning.

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

Staff are well-deployed and understand their roles and responsibilities. Consequently they effectively promote the safety, welfare and learning of all children. Snack times are used well to help children understand about a healthy diet, develop good manners and extend their all-round development. However, the range of resources and activities in the outdoor area need improving to further extend children's learning. Staff provide some opportunities for children to learn to take care of themselves in readiness for school. For example, older children pour their own drinks and use the toilet by themselves. However these opportunities are limited, particularly for younger children. All children, including the youngest and those new to the setting, are becoming confident and sociable and children are happy and settled. They go to key staff for cuddles and comfort, showing they feel safe and secure. Children are learning to take turns and share and staff manage any disagreements and unwanted behaviour well. Staff work well with local schools to which children move onto, helping them settle in quickly.

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

Children's progress is closely monitored to identify any gaps in the provision and their learning. Leaders check the quality of teaching to identify areas for development. Regular meetings are held with individual staff, and together as a team, to challenge performance and share best practice. A good range of training is provided for staff and this has significantly improved the quality of teaching and the progress children make. Staff value the support they receive to help them improve. However, clear targets have not yet been set to help improve the provision to an outstanding level. A particular strength of the pre-school is how well it works in partnership with parents. Parents are well informed of the progress their children are making. The homework books, 'wow cards', activity packs and regular discussions ensure parents are actively involved in their child's learning, both at pre-school and at home. Parents are also successfully encouraged to volunteer in sessions and contribute to the running of the pre-school by becoming members of the committee.

Setting details

Unique reference number	314596
Local authority	East Riding of Yorkshire
Inspection number	1005243
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 4
Total number of places	32
Number of children on roll	50
Name of provider	Rainbow Pre-School Goole Committee
Date of previous inspection	12 May 2014
Telephone number	07505 205530

Rainbow Pre-School Goole was registered in 1979 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee and operates from the rear of the Central Methodist Community Church in Goole. There is an enclosed outdoor play area. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm on Monday and Thursday, and 9.15am until 2.15pm on Tuesday, Wednesday and Friday. The pre-school provides funded early education for two-, three- and four-year-olds. The pre-school employs eight members of childcare staff. Of these, the manager and two staff hold qualifications at level 4, three hold level 3 and three hold level 2.

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