

Rainbow Kabin Pre-School

The Kabin, Garforth Street, Chadderton, OLDHAM, Greater Manchester, OL9 6NN



Inspection date

10 June 2015

Previous inspection date

2 November 2011

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

- Staff plan a welcoming and well-resourced environment. Therefore, the children have access to a wide range of toys promoting their independence as they play and explore.
- Children are happy, settled and confident to leave their parents. This is because a strong key-person system supports children's emotional well-being.
- The manager has a good understanding of the Early Years Foundation Stage. As a result, practice is based on secure knowledge of how to promote children's learning.
- Staff encourage outdoor play, which promotes children's health and well-being; children benefit from fresh air and opportunities to be supported in their physical development.
- Children that speak English as an additional language are well supported. This means children's needs are being met effectively.
- The manager ensures all children are kept safe through robust policies and procedures that are understood and followed by all staff.

It is not yet outstanding because:

- Staff do not consistently seek information about children's achievements at home to provide them with a full picture of children's developmental progress and interests.
- Managers do not yet have rigorous supervision systems in place to ensure staff are continually supported and receive coaching that promotes continuous improvement to meet children's needs.

What the setting needs to do to improve further

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

- seek more information from parents about their child's interests, learning and achievements at home; use this information to give a full assessment of children's interests and achievements
- use supervision systems to identify and address staff coaching and training needs, to enhance the quality of teaching and learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities and the quality of teaching, both inside and outdoors.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Sharon Nicholson

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 taking into account their starting points, ages and capabilities. The educational programmes are well planned and children are encouraged to make choices about what they want to do. They make decisions about where they wish to play as they access a well-resourced indoor and outdoor environment, skilfully supported by the staff. For example, children decide to play with water, exploring capacity as they fill and empty containers. They dig in the compost trays and develop large-muscle skills as they take turns on the purpose-built climbing ship. This results in children laughing, squealing and having fun while developing their skills and imagination. Staff focus on assessing and tracking children's progress, which ensures that any identified gaps in children's achievements are planned for, and consequently, narrowed. However, systems to seek information from parents about their child's interests and achievements at home are not yet rigorous enough to give a full picture. Good transition systems ensure children are well prepared for their next steps in learning and progression on to school.

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

A strong key-person system ensures children form secure attachments, which enhance their emotional well-being and independence. The effective strategies for managing behaviour mean children understand what is expected of them, and learn to wait their turn, share resources and show kindness to each other. The links with parents regarding children's care routines further promote children's emotional well-being and sense of security. Constant praise by staff builds children's self-esteem and confidence. Safeguarding policies are robust and staff are highly confident in what they need to do to keep all children safe from harm. Children who are learning English as an additional language, are encouraged to use words in their own language and English. This supports children's understanding that their home language is valued. Children's physical well-being is enriched as they climb, run and play in the secure outdoor play area.

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

The manager has a good understanding of the Early Years Foundation Stage. Staff are well qualified, which has a positive impact on children's learning. Clear policies and procedures ensure children are safe and well cared for. The manager monitors educational programmes to ensure children receive a varied and challenging range of activities. The manager uses self-evaluation to identify the setting's strengths and set targets for improvement. As a result, action plans have recently been introduced to drive forward the setting's improvement. Staff supervision is in place but is not yet frequent or rigorous enough to help the manager to identify staff coaching and training needs quickly so they can be addressed in a timely manner and improve practice further. Parents are very positive about the pre-school and comment on the friendliness of staff, and the good levels of learning and development.

Setting details

Unique reference number	301041
Local authority	Oldham
Inspection number	871676
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	54
Name of provider	Rainbow Kabin Pre-School Committee
Date of previous inspection	2 November 2011
Telephone number	07901985767

Rainbow Kabin Pre-School opened in 1982. It is open each weekday from 9am to 12 noon and 1pm to 4pm during term time only. The pre-school provides funded free early education for two-, three- and four-year-old children. The pre-school currently supports a number of children who speak English as an additional language. The pre-school employs four members of staff. All hold appropriate early years qualifications.

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