

Rainbow Pre-School

The Lair, Duffield Lane, Stoke Poges, Buckinghamshire, SL2 4AL



Inspection date

29 September 2015

Previous inspection date

7 July 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children benefit from the stimulating, challenging and welcoming environment that staff offer. They enjoy good-quality, easily accessible resources.
- Staff use the outdoor environment effectively. This means that staff are able to promote the different ways in which children learn, and offer children space and freedom to explore.
- Staff demonstrate that they know children well and can plan securely for the next steps in children's learning.
- Systems to reflect and evaluate the effectiveness of the pre-school are secure. The views of children, parents and staff are valued. This good practice helps to promote the continuous improvement of staff practice and the outcomes for children.
- Staff have a good understanding of the Early Years Foundation Stage. They implement their robust policies, procedures and risk assessments to maintain the safety, health and well-being of the children attending.
- Parents are positive about the care that their children receive and enjoy regular and informative feedback about the progress their children are making.

It is not yet outstanding because:

- Staff are not always confident to extend opportunities for children to learn about speed and distance as they play, or to help children to consider and talk about what is happening.
- Staff do not always encourage or invite parents to provide information about children's achievements and interests at home in order to enhance consistency in children's learning.

What the setting needs to do to improve further

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

- extend the opportunities to promote how children learn about speed and distance. For example, use language to understand differences they encounter
- develop new ways to invite and encourage more parents to contribute to children's learning at home.

Inspection activities

- The inspector observed children in their play indoors and outdoors. She observed the interactions between children and staff.
- The inspector spoke to staff, children and parents.
- The inspector read the pre-school's self-evaluation form and spoke to the manager about how she drives improvement forward. They spoke about how staff benefit from her support and further training.
- The inspector and the manager conducted a joint observation. The inspector spoke with the manager about how staff plan for children's learning.
- The inspector sampled the provider's documentation and children's records.

Inspector

Aileen Finan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of their responsibilities to children. They are knowledgeable about the procedures to follow regarding child protection matters. Staff adhere to the policies in relation to the use of mobile phones and social networking. Staff deploy themselves well and supervise children to maintain their safety. Leadership and management of the pre-school are strong. Staff are suitable for their roles because of the effective systems for recruitment, induction, and supervision. Staff benefit from regular and purposeful training. Staff are able to use their newly acquired knowledge and enhanced skills to further improve the outcomes for children.

Quality of teaching, learning and assessment is good

The quality of teaching is strong. Staff make focussed and regular observations on children's achievements. These enable staff to understand the individual progress children make. Staff are confident in promoting children's early speaking, reading and writing skills. They help children to think and explore actively. Staff support children to develop an interest in books. For example, they encourage children to interact as they listen to a story, to recall familiar phrases or act out sections of the story. Staff encourage children to accept each other's similarities and differences.

Personal development, behaviour and welfare are good

Children are happy and demonstrate emotional security. They have warm bonds with the staff caring for them. Children's independence is developing well. They grow confident in the way they manage their self-care routines, make choices and decisions. Children play happily alongside one another. They show each other respect and understand about turn taking. For example, they share resources such as magnifying glasses as they explore outside. Children listen to one another as they speak. They wait for others to finish speaking until they do. Children's behaviour is very good throughout the day.

Outcomes for children are good

Children make good progress in relation to their starting points. They are well prepared for the next stage of their learning. Learning gaps are quickly closed and positive partnerships with other professionals support children who have special educational needs. Checks on children's learning help staff to ensure that all children meet their potential.

Setting details

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|------------------------------------|------------------------------|
| Unique reference number | EY252578 |
| Local authority | Buckinghamshire |
| Inspection number | 833049 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 2 - 8 |
| Total number of places | 24 |
| Number of children on roll | 24 |
| Name of provider | Rainbow Pre-school Committee |
| Date of previous inspection | 7 July 2011 |
| Telephone number | 01753 647572 |

Rainbow Pre-School opened in 1968. It operates from a scout building in Stoke Poges village. The pre-school is open each weekday, from 9am to 3pm, during term time only. The pre-school receives funding for children aged two, three and four years. There are four staff in total and all but one holds a recognised early years qualification.

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