

Rainbow Early Years

Rainbow Early Years, c/o Holbrook Primary School, Holbrook Lane, Trowbridge, Wiltshire, BA14 0PS



Inspection date

Previous inspection date

9 February 2016

18 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 are keen and active learners. They make good progress and enjoy the wide variety of interesting activities and experiences that the staff provide.
- Children have exciting opportunities for outdoor play. There are many resources that they move and use in different ways when cooperating with others and solving problems.
- Staff follow good practices to keep children safe and healthy.
- Staff regularly observe children and accurately assess their development. They spot individuals at risk of falling behind and secure the additional help needed to catch up.
- Staff build excellent partnerships with parents. They encourage them to share information from home and keep them very well informed of their children's progress. They work together extremely well to support children's learning.
- Leaders and staff reflect on all aspects of their practice. They implement action plans to continuously improve the care and learning for all children.

It is not yet outstanding because:

- Staff sometimes miss opportunities to help children develop their mathematical understanding, especially during activities children have chosen themselves.
- Staff do not compare the progress of different groups of children, such as boys and girls or those receiving additional funding, to identify gaps in achievement and focus teaching sharply to close any gaps.

What the setting needs to do to improve further

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

- support staff in continuing to develop their teaching skills to a very high standard so that they fully extend children's learning, especially their mathematical understanding
- develop the monitoring system to identify gaps in achievement between different groups of children, such as boys, girls or those receiving additional funding, and focus teaching sharply to close any gaps.

Inspection activities

- The inspector observed staff interacting with children during indoor and outdoor activities, and spoke with staff and children at appropriate times.
- The inspector discussed with staff and the manager how staff support children's care and learning, and monitor their progress.
- The inspector looked at documentation, including children's records, evidence of staff suitability, policies and procedures and monitoring records.
- The inspector had a discussion with the manager and committee chairperson about the self-evaluation of the nursery, monitoring of teaching quality and children's progress, and the plans for improvement.
- The inspector took account of the views of parents spoken to on the day and from written testimonials.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

The manager uses her in-depth knowledge as an early years professional to mentor staff and oversee the educational programme and each child's progress. Since the last inspection, there has been a strong drive to develop the quality of teaching. In particular, this has greatly improved children's early writing skills. Staff maintain strong partnerships with local schools, which helps children to make a smooth transition into Reception Class. Safeguarding is effective. All staff are trained; senior staff at an advanced level so that they know what to do if they have concerns. The committee are clear of their responsibilities, and the manager works closely with relevant agencies to help protect children from harm.

Quality of teaching, learning and assessment is good

Children enjoy this lively and welcoming pre-school. They eagerly wait for sessions to start. Children may choose to play outside for most of the day and this especially benefits those who learn better outdoors. Children benefit from regular focused activities to support listening and speaking skills, for which staff have received specific training. Staff share their knowledge and resources with parents so they can support their children's learning at home. Children make steady progress using numbers and mathematical ideas, especially during adult-led planned activities. For example, children learn to count on hunts to find out how many bugs are hidden in the garden. Staff arrange outside visitors and specialist teachers, such as drama and sports coaches, to expand children's experiences, skills and vocabulary.

Personal development, behaviour and welfare are good

Staff make sure that children know their special member of staff and other children in their group well. This helps children to settle quickly and feel secure. It builds trusting relationships with parents, who are confident to share concerns with staff, who do all they can to help with difficult circumstances. Most children behave very well. Staff have high expectations for all children. Children respond well to staff's consistent guidance, including those who find behaviour boundaries difficult. The enthusiastic staff motivate children to learn. Children eagerly voice their opinions and suggest different ways of doing things, such as how to measure worms. Children learn how to manage risks and keep themselves safe, such as waiting to cross the car park safely. Children are confident, sociable and independent and are prepared well for starting school.

Outcomes for children are good

Children progress well from their different starting points, including those with additional needs and the most able children. Children gain the key skills they need when starting school and have a very positive attitude to learning.

Setting details

Unique reference number	145813
Local authority	Wiltshire
Inspection number	1015788
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	58
Name of provider	Rainbow Early Years
Date of previous inspection	18 May 2015
Telephone number	01225 774478

Rainbow Early Years registered in 1993. It operates within the grounds of Holbrook Primary School, in Trowbridge, Wiltshire. The pre-school is open each weekday from 9am to 3pm, during school term times. A committee of parent volunteers manages the pre-school and employs the manager and 13 members of staff. Of these, 12 staff hold relevant early years qualifications at level 2 and above. The manager holds Early Years Professional Status. The pre-school receives funding to provide free early education for children aged two, three and four years.

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