

Rainow Pre-School

Rainow Institute, Stocks Lane, Rainow, Macclesfield, Cheshire, SK10 5XR



Inspection date

10 March 2016

Previous inspection date

5 July 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The committee, manager and staff team demonstrate a strong commitment to promoting the highest standards of care and learning for children. They provide activities with varying levels of challenge, taking into account the differing needs of the children who attend. This helps all children to be inquisitive learners.
- Staff and leaders meticulously track the progress of both individuals and groups of children. They respond quickly when any gaps in learning are identified or additional support is needed. Therefore, all children, including disabled children and those with special educational needs, make excellent progress from their starting points.
- Children's personal, social and emotional development are given high priority by staff. Staff consistently manage children's behaviour to help them develop an understanding of right and wrong. Children's independence is well fostered.
- Partnerships with parents, other providers and professionals are outstanding. Staff engage extremely well with parents, valuing the crucial role they play in their child's ongoing learning and development.
- The manager and staff have a shared vision for the pre-school. They have the highest expectations for what children can achieve. They continually make improvements that enhance all aspects of the staff's practice.
- Self-evaluation systems are thorough and take into account the views of staff, children and parents. Plans for improvement are well targeted and achievable.

What the setting needs to do to improve further

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

- continue to encourage staff to share their expertise with each other to build on and maintain the excellent quality of teaching across the pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the registered person and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of the staff during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Children's safety and welfare is given the utmost priority. There is an extremely strong emphasis on promoting staff's professional development and management are now keen to encourage staff to share their particular areas of expertise so that all staff continue to increase their skills. The manager is enthusiastic and extremely committed. She has worked hard to manage recent changes to the committee and the staff team and to maintain the high standard of care and learning. The experienced and qualified staff team has a very positive impact on children's learning. Gaps in children's learning are quickly identified so that additional support and intervention from other professionals can be secured, if necessary. Additional funding is used well to support children's individual learning needs.

Quality of teaching, learning and assessment is outstanding

Staff provide varied and imaginative activities that inspire and motivate children to learn. Parents help agree children's starting points when their children join and frequently contribute to staff's planning for their child's learning. This enables both staff and parents to promote children's exceptional progress by providing continuity in their learning experiences. Staff observe and assess children's abilities rigorously. They use the information they gain to skilfully support each child's individual learning needs. Children are encouraged to solve problems for themselves as staff ask questions which promote their critical-thinking skills. For example, in a craft activity they are encouraged to explore different resources and textures and make decisions about what will work best in their chosen creations. Staff expertly weave in simple mathematical problems and engage children in purposeful conversations, promoting a rich and varied use of language.

Personal development, behaviour and welfare are outstanding

Children's behaviour is outstanding. Staff have high expectations of children and build excellent relationships with them. As a result children's self-esteem is high. Staff have fostered a happy, caring and nurturing environment where children gain significant confidence in new learning situations. The constantly changing and well-organised play environment provides children with something different and new each day. Staff encourage children to safely manage risks and challenge themselves. For example, when climbing on blocks or on the stage, staff sensitively support children if required, but encourage them to take controlled risks. Children are also encouraged to be thoughtful and respectful of others. Children of all abilities and different ages relate extremely well to one another and to adults. They share resources and play together cooperatively. Parents comment on the family atmosphere that is created.

Outcomes for children are outstanding

All children consistently make excellent progress, including children whose capabilities are below expected levels of development when they first start. Children are highly motivated and enjoy learning. They develop skills that prepare them well for their next stage in learning, including starting school.

Setting details

Unique reference number	305262
Local authority	Cheshire East
Inspection number	855092
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	24
Number of children on roll	26
Name of provider	Rainow Pre-School Committee
Date of previous inspection	5 July 2011
Telephone number	01625 574 069

Rainow Pre-School was registered in 1971. It is open Monday to Friday, during term time only, from 9.15am to 12.15pm. There are six members of staff working directly with the children. Of these, three have a qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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