

# Rainbow Pre School Playgroup

Priory Methodist Church, 63 Newnham Avenue, Bedford, Bedfordshire, MK41 9QJ



## Inspection date

22 March 2016

## Previous inspection date

23 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Staff have conscientiously addressed the weaknesses raised at the previous inspection. There are numerous action plans in place that staff are continuing to use to bring about significant improvement in the quality of provision for children.
- The manager motivates the staff team and supervises them well. Supervision sessions have identified staff's training needs. Staff appreciate the support they receive from their local authority. The manager has provided training sessions and explains how combined, all these factors have helped to enhance the quality of teaching.
- Staff have made significant progress in developing observations and assessments of children's learning. Staff can now accurately discuss children's development, their next steps in learning and explain how they plan activities to support their good progress.
- Cooking activities give staff opportunity to talk with children about healthy eating. Children learn about the contents of food and enjoy eating what they make. Snack time is relaxed and children enjoy choosing what to eat and drink.

### It is not yet outstanding because:

- Staff do not always provide enough opportunities for older children to ascribe meaning to the marks they make and build on their early literacy skills.

## What the setting needs to do to improve further

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

- provide more opportunities for older children to ascribe meaning to the marks they make and to build on their early literacy skills.

### 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 manager and representative parents from the committee. She looked at relevant documentation, such as the pre-school's action plans and evidence of the suitability of staff and the committee members.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The committee and all staff understand their responsibilities in relation to child protection issues. They know how to report any incidents to the relevant professionals should they become aware of concerns about children's welfare. All staff have a robust induction to confirm their suitability to work with children. Staff supervise children well and maintain a safe environment for them in which to play and learn. Parents have a high level of involvement in running the pre-school and are able to join the committee. Parents are enthusiastic and committed to helping the staff to drive the pre-school forward. The committee members and staff continue to develop their roles as they work more effectively together.

### Quality of teaching, learning and assessment is good

Staff do regular reviews of the learning environment. They carry out peer reviews and are further developing the quality of resources and teaching. Staff now plan more considerately for children's next steps in learning at each session. Adult-led activities, such as cooking give children opportunities to learn about measuring, weight and quantity. Staff provide dance sessions, where they model ways to move their bodies and children copy them. Children also have plenty of opportunities to use their own ideas and enjoy moving their bodies in response to the music. Good quality interactions between staff and children help guide and shape learning experiences. Staff know when to step back and let children explore, while being available for them and intervening at suitable times. In the garden, staff sit on the floor with children and show their interest in what children are doing. Staff have recently increased the ways that they exchange information with parents about children's learning. Parents are confident in supporting children's learning at home and talk about the benefit that this has had for their children's progress.

### Personal development, behaviour and welfare are good

Children behave well and staff give them guidance and support that is relevant to their age and understanding. Children are respectful and understanding of each others' feelings. They play together well and share toys. In the garden, they take turns with scooters and cars and when playing on the slide. Relationships with families are good. Staff gather lots of information about families to help them support children. Parents are invited to stay if children are unsettled. This contributes to helping children to feel confident at the pre-school. The key-person relationships are strong and staff know children well. Children seek out their special adults and interact playfully with them.

### Outcomes for children are good

Children are making good progress in their learning. Children who speak English as additional language receive good support. They display confidence as they approach staff and parent helpers to start conversations and share their ideas. Children are settled and develop friendships with each other. Parents praise how responsible children become, such as tidying away their toys and organising their belongings. Children develop the skills that they need in readiness for moving on in their learning and starting school.

## Setting details

<b>Unique reference number</b>	EY254847
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1033648
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Rainbow Pre School Playgroup Committee
<b>Date of previous inspection</b>	23 November 2015
<b>Telephone number</b>	07952 603439 or 07523148107

Rainbow Pre School Playgroup was registered in 2003. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and a lunch club is available from 12 noon until 1pm. On Tuesdays, the pre-school offers afternoon sessions until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language.

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