

Rainbow Pre-School

Westerhope Primary School, Hillhead Road, NEWCASTLE UPON TYNE, NE5 1NE



Inspection date	19 April 2016
Previous inspection date	16 May 2012

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

- The management team is committed and passionate about its roles and responsibilities. It strives for continuous improvement and actively seeks the views of others to support its self-evaluation process.
- Staff have established good partnerships with the host primary school, which helps to support children with their future move. Links with the local authority and Sure Start teachers are also in place to ensure children's individual requirements are fully met.
- Children independently access a wide range of resources and remain engaged and interested in their play. Staff effectively plan a good selection of challenging experiences across all areas of learning.
- Staff ensure parents are kept well informed about their children's learning and development. Parents receive verbal feedback, attend regular meetings to discuss their children's achievements and are invited to attend stay-and-play sessions.
- Children develop their physical skills, as staff encourage them to explore, investigate and be active in the outdoor play area. Children enjoy climbing over the wooden bridge, swinging on the tyres and using a selection of ride-on toys.

It is not yet outstanding because:

- The management team has not yet fully developed effective systems to enable staff to reflect on their daily practice and to share ideas and suggestions.
- The programme for the professional development of all staff is not yet highly targeted, in order to strengthen the quality of teaching even further.

What the setting needs to do to improve further

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

- enhance performance management systems so staff have more opportunities to be reflective and share good practice
- extend the programme of professional development for staff so that it is sharply focused on developing an expert knowledge of teaching and learning.

Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with one of the managers.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the management team and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and the improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The management team and the majority of staff are well qualified. They use their knowledge and understanding to fully implement the requirements of the early years foundation stage. Staff receive support and guidance from the management team as they participate in meetings and appraisals. The arrangements for safeguarding are effective. Staff have a good understanding of child protection procedures and are aware of who to contact if they have any safeguarding concerns about children in their care. Furthermore, staff are very well deployed within the setting and ensure children play and learn in a safe and secure environment.

Quality of teaching, learning and assessment is good

The quality of teaching is good and, on occasions, outstanding. Staff successfully promote children's individual interests and learning needs. They complete regular observations and assessments to highlight children's abilities and ongoing development. This helps children to gain a good range of skills needed for the next stage in their learning at school. Staff also effectively complete the progress check for children between the ages of two and three years and work closely with health visitors to support this process. Children show excitement and enthusiasm when they take part in a tea party and make cards using craft materials to celebrate the Queen's birthday. These opportunities enable children to role play, talk about real-life events and be creative, which helps to develop their expressive art and design skills. Staff support children's mathematical development well, as they continually talk about numbers, colours and size and use positional language. Children are currently learning about the life cycle of a frog to support their understanding of how things change over time and their care and concern for living things.

Personal development, behaviour and welfare are good

Staff use a calm and consistent approach to manage children's behaviour. They support children to find appropriate solutions when minor disagreements occur. Staff continually provide children with praise and encouragement, which helps them to feel valued and respected. Furthermore, children's emotional well-being is successfully promoted, as staff create a friendly, welcoming and stimulating environment. The key-person system is effective and children's individual needs are well known by all staff. Children form positive relationships with staff, contributing to them being happy, settled and content.

Outcomes for children are good

Children are encouraged to make choices and decisions throughout their play. They are confident and motivated learners. Children have many opportunities to use their imagination and are supported by staff to develop their problem-solving skills. There are effective systems in place to track children's ongoing development. These systems enable staff to quickly identify and address any gaps in children's learning, or challenge any children who may be working above their expected level of development. The management team regularly analyses this information to ensure all children make good progress in their learning.

Setting details

Unique reference number	EY439935
Local authority	Newcastle
Inspection number	854040
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	63
Name of provider	Rainbow Pre-School Community Interest Company
Date of previous inspection	16 May 2012
Telephone number	01912645994

Rainbow Pre-School was registered in 2011. The setting employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including the management team that holds qualifications at level 4. The setting opens Monday to Friday, from 8.30am until 3.30pm, during school term time. The setting receives funding for the provision of early education for two- and three-year-old children.

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