

Rainbows Pre-School

Aveley Methodist Church, Shannon Way, Aveley, SOUTH OCKENDON, Essex, RM15 4QX



Inspection date

Previous inspection date

17 May 2016

5 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 share warm relationships with the approachable and friendly staff who know them well. Staff interact well with children and there is an extremely relaxed and friendly atmosphere at the pre-school.
- Partnerships are a key strength. Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.
- Children's communication and language development are good. Staff encourage all children, including children who have special educational needs or disability and those who speak English as an additional language, to express themselves fully through activities that promote their speech and language skills.
- Staff provide a good variety of interesting and stimulating activities, indoors and outside, that enables children's good progress in all areas of learning.

It is not yet outstanding because:

- The otherwise good monitoring of children's progress does not fully take account of the different groups attending the setting, and this limits the potential to target interventions even more effectively.
- At times, less-experienced staff do not have high enough expectations of what each child can achieve, in particular the most-able children.

What the setting needs to do to improve further

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

- enhance the already good monitoring of children's assessment by tracking the progress of different groups more precisely, to ensure that interventions can be targeted even more effectively
- support less-experienced staff in being more responsive to the needs of the most-able children, in order to accelerate their progress and achievement.

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 deputy manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management is good

The manager and her deputy are ambitious and communicate high expectations to their committed staff team. Actions taken to improve the quality of provision since the previous inspection have been concerted and effective. The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. The manager monitors staff performance both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend relevant courses and gain additional qualifications to further promote effective outcomes for children. The manager monitors educational programmes effectively for individual children. However, she is only just starting to fully consider the varying learning styles of groups of children and how this may have an impact on planning and securing precise intervention. The pre-school forms successful links with local schools in order to support children's future move on to school.

Quality of teaching, learning and assessment is good

Children flourish in this warm and welcoming pre-school. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Children eagerly explore and play, displaying emerging levels of independence and self-confidence. Staff observe children regularly and use these observations effectively to plan individual next steps in their learning. Staff extend children's learning skilfully as they introduce simple mathematical concepts of shape and size. For example, during a craft activity, staff encourage children to talk about colour, texture and size. As a result, children enhance their early mathematical and language skills. Outdoors, children clearly enjoy using a varied range of resources that supports their development across all areas of learning.

Personal development, behaviour and welfare are good

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children play outside regularly and the outdoor area promotes their developing physical skills and confidence. At snack time, staff support children to feed themselves and make their selection from the snacks offered. This is one of the many ways that staff promote children's emerging independence skills. Staff are very good role models, and consequently, children behave well. They respond to the staff's gentle reminders about the boundaries that are in place for safety and behaviour. As a result, staff effectively support children's emotional readiness for their future move to school.

Outcomes for children are good

Children are making good progress and are working comfortably within the range of development typical for their age. Staff promote children's independence and self-care skills effectively. For example, children independently choose their own activities from the good choice available and attend to their self-care needs. These skills mean that they are well prepared for the next stage of their education.

Setting details

Unique reference number	EY457456
Local authority	Thurrock
Inspection number	1028359
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	37
Name of registered person	Emma Louise Salmon
Registered person unique reference number	RP515948
Date of previous inspection	5 June 2013
Telephone number	07557022821

Rainbows Pre-School was registered in 2012. The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications at level 3 and two hold level 4. The pre-school opens on Monday, Tuesday, Wednesday and Friday from 9am until 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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