

# Little Rainbows Community Preschool CIC

Bitteswell Road, LUTTERWORTH, Leicestershire, LE17 4EW



<b>Inspection date</b>	11 October 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 benefit from good settling-in procedures that help them to build close attachments with staff. They are relaxed, eager to become involved in the activities provided and settle quickly into their chosen play.
- Children enjoy a wide range of activities, both indoors and outdoors. They make informed choices with regard to their play. Staff support children's developing independence as they put their coats on in readiness for outdoor play.
- Resources are plentiful and well maintained. Rooms are attractively organised to capture children's interest.
- Children behave well and are courteous towards each other. Staff support them as they learn tolerance towards others and to share the toys and take turns through play. Staff recognise and praise children's efforts and achievements.
- Children remain safe. Staff take good steps to identify and minimise potential risks within the environment and outdoors. Children learn about their own safety and how to use small tools appropriately.

### It is not yet outstanding because:

- Children's interest is not always maintained during planned activities when the involvement of staff ceases.
- Staff do not consistently extend opportunities for children to see their home language and other languages spoken by others while supporting their understanding of similarities and differences.

## What the setting needs to do to improve further

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

- extend the planned support for children during activities to maximise the learning potential of each activity for all involved
- provide opportunities for children, including those who speak English as an additional language, to see their home language and languages spoken by others while supporting their understanding of people, families and communities beyond their own.

### Inspection activities

- The inspector observed activities in all of the play areas and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the provision, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a written reference obtained by the manager from a parent.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of their role in protecting children from abuse and neglect. They are knowledgeable of the possible indicators that children are at risk and the procedure for raising their concerns. Effective recruitment procedures and the completion of required checks ensure staff are suitable to be in the company of children. The highly qualified staff are proactive with regard to their ongoing professional to enhance their knowledge and understanding of good practice. The manager monitors the educational programme in order to ensure that staff plan a range of learning experiences and opportunities that supports children to make good progress. Staff work closely with parents and other professionals to meet children's needs. Staff actively seek the views of parents about the service they receive. Parents are informed about any changes made to the provision as part of this process.

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

Children enter a welcoming, child-focused environment. Staff greet them and their parents warmly. Key people know their children well. Daily discussions with parents ensure that staff are fully aware of children's changing needs, current interests and achievements at home. Children develop an awareness of mathematical concepts. For example, they measure ingredients when making dough. They learn language, such as full, empty and half full, and talk about the changes to ingredients as they mix them together. Toddlers enjoy re-enacting familiar experiences. For example, playing with the toy kitchen and food. Young children enjoy making marks and babies have opportunities to feel different textures, for example, when using paint and exploring different natural materials.

### Personal development, behaviour and welfare are good

Children enjoy being physically active. They learn the importance of exercise and healthy food choices on their bodies. Children benefit from plenty of fresh air and being able to choose when they play outdoors. They use their large- and small-muscle skills in many ways. For example, they run, climb and explore the outdoor environment. They learn about the living world around them and enjoy looking for natural materials, such as acorns, leaves and small insects. Time is spent exploring what they have found and recreating them through art and craft activities. Babies build the confidence to explore their environment. They are active and inquisitive and develop their mobility skills, holding staff's hands as they begin to take tentative steps or moving around low-level furniture.

### Outcomes for children are good

Children make good progress in their learning and development. They make choices with regard to their play and become confident in managing their personal care needs. Children make marks in different ways and learn to recognise their names. They learn the importance of listening to others and valuing what each other has to say. Children become competent in the skills they need for their future learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY484768
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1001746
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Little Rainbows Community Preschool CIC
<b>Registered person unique reference number</b>	RP904392
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01455558241

Little Rainbows Community Preschool CIC was registered in 2014. The setting employs 30 members of childcare staff. Of these, 26 hold appropriate early years qualifications from level 2 to level 6. The setting opens from Monday to Friday for 45 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It also provides an out-of-school club. This operates Monday to Friday from 7.30am until 9am and 3pm until 6pm.

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