

# Rainbow St Peter's Pre-School

Hough Lane, Bramley, LS13 3NE



## Inspection date

8 December 2016

Previous inspection date

30 June 2014

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

- Staff take time to get to know the children and their parents. As a result, parents are confident to talk to staff about a range of issues affecting their families. Staff quickly set about doing all they can to secure support and intervention from a range of services and professionals, helping to improve children's outcomes.
- Leaders and staff confidently follow policies and procedures to safeguard children. Staff work with a range of professionals, including attending case reviews. This ensures key information is shared to help promote the welfare of the children and their families.
- Leaders carefully consider how to spend any additional funding to make sure it has the biggest impact on improving children's outcomes. For example, enabling children to attend more sessions and providing swift access to a speech and language therapist.
- Children are safe, happy and settled at pre-school. Staff help children to quickly understand the routines and expectations. Children are learning to share, take turns, listen and follow instructions. This prepares them well for school.

### It is not yet outstanding because:

- Leaders and staff do not always review the routines of the setting to ensure they continue to meet the needs, interests and learning and development of all the children. Occasionally, current arrangements interrupt and restrict children's time to play and learn.
- Those who play and learn better outdoors are not always given sufficient time to do so. Opportunities for all children to have daily fresh air and exercise, to fully promote their physical development, are restricted at colder and wetter times of the year.

## What the setting needs to do to improve further

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

- review the routines of the setting to ensure the needs, interests and learning styles of all the children are fully considered and provided for to enable them to make the best possible progress
- provide children with more access to a broad range of play and learning opportunities in the outdoor learning environment, throughout the year, to further improve their outcomes.

### Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the provider and manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Rachael Flesher HMI

## Inspection findings

### Effectiveness of the leadership and management is good

The committee provide the manager and staff with good support and direction. Underperformance is swiftly tackled and policies and procedures are regularly reviewed and updated. The manager promotes the professional development of staff well. Daily discussions allow staff time to reflect on children's learning and share ideas, resulting in a strong and effective team. All staff are enabled to access a wide range of training and encouraged to embark on higher qualifications. The manager also provides staff with coaching and mentoring whilst working alongside them. Staff are keen to share best practice and attend forums to enable them to learn from others. This all helps to improve the quality of teaching and outcomes for children. Safeguarding is effective. Staff have up to date knowledge, discuss children and their families regularly and quickly act on any concerns to protect children and improve their outcomes.

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

Staff know their key children very well. Staff now use home visits to better support them to identify children's starting points, help children settle and get to know their families. Staff take time to build strong partnerships with parents and this helps engage them in their child's learning and development, both at pre-school and at home. Staff make regular checks on children's progress. They use these well to identify how to support children to move on to the next stage in their learning and help them catch up where at risk of falling behind. Staff have high expectations of children. They effectively question and listen to children and demonstrate and model play and learning well. This helps engage children for longer periods and extend their learning.

### Personal development, behaviour and welfare are good

Staff consistently help children to quickly learn the rules and routines of the pre-school and model expectations. Children are well behaved as a result. Staff teach children how to take care of themselves, utilising older and more able children to further demonstrate how to do things. Children are developing good social skills, learning how to play with others and forming friendships. Staff are very receptive to the support and advice from other professionals. Staff implement strategies and techniques well to better support any additional needs of the children and ensure they are fully included in all aspects of the pre-school. Staff work closely with the school children move onto. This ensures teachers at school understand the needs of all the children and any additional support continues.

### Outcomes for children are good

Strong partnerships with parents and professionals, and accurate checks on children's progress, enable staff to quickly identify where children need particular support and intervention. Additional funding is used well to secure one to one support, specialist resources, and the services of other professionals. In particular, children with special educational needs and/or disabilities, those showing signs of speech and language delay, and those deemed at risk, make good progress as a result. Children often make great strides from their starting points, particularly in their personal, social and emotional development, swiftly enabling them to settle down and learn.

## Setting details

<b>Unique reference number</b>	512687
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1056461
<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>	25
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Rainbow St Peters Pre-School Committee
<b>Registered person unique reference number</b>	RP518954
<b>Date of previous inspection</b>	30 June 2014
<b>Telephone number</b>	0113 2559680

Rainbow St Peter's Pre-School was registered in 2001 and is managed by a voluntary management committee of parents and members of the local community. It operates from St Peter's Primary School in Bramley, Leeds, in an adapted classroom with an enclosed area available for outdoor play. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 2. The pre-school opens term time only, Monday to Friday, from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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