

# Rainbow Pre-School & Extended Services



Nursery Building, St Andrews School, Brunts Lane, Biggleswade, Bedfordshire, SG18 0LY

<b>Inspection date</b>	24 January 2017
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

- Staff sharply focus on children's communication and language development in every activity or experience they take part in. They introduce children to a wide range of new words through exciting topics and they promote the use of sign language well.
- Staff have good partnerships with parents, carers, other providers and professionals. They consistently share information to promote children's learning and development. Parental feedback is very positive. The staff work hard to build strong relationships with other adults in the lives of children outside of the setting.
- Children's physical development is promoted well. The outside environment is organised well with a wide range of stimulating and interesting activities. Staff support children as they explore the many opportunities or sit with them on tree stumps as they listen to stories.
- Staff evaluate the setting as a whole team to promote continuous improvement. They regularly reflect on planned and spontaneous activities to ensure that they can provide opportunities that constantly support children to make good progress.

### It is not yet outstanding because:

- The management team has not yet begun to track the progress different groups of children make to help them more clearly identify and narrow potential gaps in their learning.
- On occasions, staff do not recognise when to adjust their teaching to present even more challenge for 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:

- refine the system for assessing children's progress so that it gives a clear picture of the achievements made by specific groups of children in order to sharpen planning
- adapt activities to provide even more challenge for the most able children.

### 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 head of the pre-school unit.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the head of the pre-school unit and the nominated person. She looked at relevant documentation and viewed evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a strong understanding of their roles and responsibilities to protect children in their care. They attend regular child protection training and know who the designated person is for dealing with safeguarding if they have concerns about children's welfare. Staff teach children about their personal safety. For example, children are involved in completing risk assessments. In small groups they check the outside area with staff before the other children go outside, looking at potential risks and hazards. The management team provides effective recruitment and induction procedures that ensure staff are suitable to work with children. Regular supervision and appraisal meetings support staff to develop their own professional development. These one-to-one meetings also highlight staff training needs and celebrate good practice, supporting staff to provide good quality teaching.

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

Children are motivated to learn and they interact with staff well. Staff use observations and assessments to plan activities for children. Staff provide good support for all aspects of children's learning. They plan interesting and imaginative activities to support children's identified next steps in learning. For example, children are currently learning about what life was like many years ago. Staff have created a role play area where children can explore the type of caves that people lived in and pretend to cook on the camp fire. Children's understanding of mathematics is promoted well. Opportunities, such as counting songs and rhymes, are also regularly promoted to support young children's early counting skills. Children take part in fun activities that support their learning. For example, they enjoy a memory game as they identify a range of different items. Children have good opportunities to practise their mark-making skills. They confidently use a range of tools and equipment, such as clipboards. This helps children to develop their early writing skills.

### Personal development, behaviour and welfare are good

Children's personal, social and emotional development are encouraged well. Staff praise them however small their achievements are. This helps to promote their self-confidence. Children learn about appropriate boundaries and routines. Staff are consistent and take time to listen to children when dealing with behaviour issues. Staff implement a well-established key-person system that supports children and families through ongoing discussions. Children learn about healthy lifestyles. They follow good hygiene routines and use the bathroom independently.

### Outcomes for children are good

Children are making good progress in their learning, given their starting points and capabilities. This includes children who have special educational needs. Therefore, all children acquire the key skills they need for future learning. Children make firm relationships with staff and develop good friendships with other children. They are happy and settled. All children are prepared for their next stage of learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY482746
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	994059
<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
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Rainbow Pre-School & Extended Services CIO
<b>Registered person unique reference number</b>	RP534086
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01767 310230

Rainbow Pre-School & Extended Services re-registered in 2014, due to a change in company status. The setting employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including the head of the pre-school, who holds early years teacher status. The setting opens from Monday to Friday, all year round, from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

