

# New Rainbow Pre-School

11-13 Croasdale Avenue, Mirehouse, WHITEHAVEN, Cumbria, CA28 9SN



## Inspection date

13 February 2017

Previous inspection date

1 August 2013

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 managers and staff are reflective practitioners. They show commitment to ensuring that improvements to their practice and provision consistently promote outcomes for children and families.
- Staff are well qualified and use their knowledge and skills successfully. They skilfully observe, assess and plan activities and experiences to meet the needs of all children.
- Children who have special educational needs and/or disabilities are supported effectively. Staff work in close partnership with multi-agency professionals to ensure that targeted support is implemented. Children make good progress in their learning and development in relation to their individual needs.
- Staff have a range of positive behaviour management strategies that works well with all children. They share strategies with parents and carers, which promotes consistency. Parents comment on how much they welcome the support and ideas to help their children at home.
- Staff ensure that children's physical and emotional well-being are fostered well. Staff are deployed to give children the support they need when first starting. This helps them to settle and build good positive relationships and attachments with their key person.

### It is not yet outstanding because:

- Staff do not yet gather detailed information from parents about children's development when they start in the setting.
- Opportunities for children to explore their mark making and literacy skills are sometimes limited for those children who prefer to play outdoors.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about what children already know and can do when they start at the setting
- develop further opportunities for children who prefer to learn outdoors in order to help them independently select ways to make marks and enhance their literacy skills.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation, discussed self-evaluation and checked evidence records of the qualifications and 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

Janice Caryl

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff demonstrate a good knowledge and understanding of child protection procedures. They know how to report concerns regarding a child's welfare. In addition, they know what to do if an allegation is made against a member of staff. Recruitment procedures are robust and all staff are suitably vetted through the Disclosure and Barring Service system. No staff or students are ever left unsupervised until all checks have been carried out successfully. This helps to keep all children safe and well protected. Training and continuous professional development take high priority in the setting. Staff welcome opportunities to improve their knowledge and skills, and discuss these in supervision meetings. They are proactive in seeking out opportunities and share their new skills and knowledge with each other at regular staff meetings.

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

Overall, staff plan a range of exciting and stimulating experiences that engages children and helps them become self-motivated, active learners. Staff use their skills effectively and follow the child's lead. They enhance activities, helping children to make links and extending their learning opportunities. For example, children explore and feel fresh citrus fruits in the home corner. Staff extend children's sensory exploration, helping them to cut into the fruit. Children smell them and some have confidence to taste them. They learn about shape and colour and develop their physical skills. Young children enjoy investigating water and stones in the outdoor area, filling and emptying containers. Staff help older children extend their language and mathematical skills. They initiate conversations about how stones are sometimes quarried. Children count and talk about weight and balance and learn new vocabulary, such as heavy and light.

### Personal development, behaviour and welfare are good

Children are happy and confident as they explore the space indoors and outside. Staff promote independence and help to provide children with a sense of belonging. Children have their own lockers to store their possessions. They are given time and support to find their own name and place on a board. Staff give children responsibilities, for example, handing out plates and cups at snack time. Children are polite and well mannered. They develop good communication and social skills at snack time. Staff promote healthy eating, providing children with a substantial, well balanced and nutritious snack. Children enjoy playing outdoors and get regular fresh air and exercise. For example, they go for walks in the community and visit local organisations.

### Outcomes for children are good

All children progress well in their development, including those who receive additional funding. They are well prepared for their future learning, including school. Children are happy, confident and independent. They effectively develop their physical skills and hand-to-eye coordination. Children explore bolts and locks and confidently use tools to paint and develop their own creations. They enjoy making music, singing, rhyme and expressing themselves freely.

## Setting details

<b>Unique reference number</b>	EY403267
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1065464
<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>	17
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	New Rainbow Pre-School Playgroup Ltd
<b>Registered person unique reference number</b>	RP910953
<b>Date of previous inspection</b>	1 August 2013
<b>Telephone number</b>	07597697012

New Rainbow Pre-School was registered in 1987. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the deputy manager, who holds qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday and 12.30pm until 3.30pm. The pre-school offers a lunch club from midday until 12.30pm. It provides funded early education for two-, three- and four-year-old children.

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