

Rainbow Preschool (Galleywood)

Galleywood Heritage Centre, The Common, Galleywood, CHELMSFORD, CM2 8TR



Inspection date

3 March 2017

Previous inspection date

25 February 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

- Children are happy and confident in the pre-school and they behave well. Staff set consistent boundaries and they help children to understand their expectations for positive behaviour.
- Children thoroughly enjoy their learning and play. They settle well and form positive relationships with staff and other children. They form trusting attachments to their key persons and this helps them to feel safe and secure.
- Staff build good relationships with parents and work in partnership with them to support their children's development.
- All children make good progress in their learning. Gaps in children's learning are quickly identified. Staff seek early support from external agencies to ensure that any gaps close rapidly and children progress well.
- Staff evaluate the activities they provide and the manager monitors staff's practice. They reflect on what works well and identify any areas that need to improve. They have maintained good outcomes for children since the last inspection.

It is not yet outstanding because:

- Staff do not yet provide a wide range of activities and experiences to help children learn about differences and similarities between other families and communities.
- Staff do not broaden their thinking about how children can be given more opportunities to recognise and celebrate their achievements.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about families and communities outside of their experience
- find more ways to enable children to take a pride in their achievements to boost their self-esteem and self-worth.

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 carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.
- The inspector looked at relevant documentation, such as the suitability and qualifications of staff, children's progress records, and policies and procedures. She also discussed self-evaluation.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

Staff are well organised. They work extremely well as a team and organise effective systems to plan for and monitor children's progress. Staff share information about children's development with their parents from the beginning. They send home books for parents and children to share together. They keep a learning log for each child and ask for parents' comments. The arrangements for safeguarding are effective. All staff fully understand the procedures to follow to protect the children in their care. Staff carry out thorough risk assessments of the pre-school, both indoors and outdoors. Staff recruitment is secure and new staff receive a full and effective induction into the procedures and routines of the pre-school. The manager supervises staff and provides regular opportunities for them to develop their skills further. Staff use the skills gained through regular training to provide interesting and challenging activities that support children's overall development.

Quality of teaching, learning and assessment is good

All children achieve well and make good progress. Children receive very close attention from staff and develop their communication and language skills well. Staff use children's interests to motivate them and encourage them to learn. Staff ask children questions about their play and listen carefully to their answers. Staff provide a wide variety of learning experiences that covers all the areas of learning. For example, staff teach children about weather, rainbows and lightning. Children paint clouds and create rainy day scenes. They practise their small-physical skills when they cut out pictures of rainbows with scissors. Children walk outside and experience the wind and rain on their faces. They are eager to explore and look for rabbits, squirrels and bugs in the garden.

Personal development, behaviour and welfare are good

Staff give children freedom to choose their activities. They provide good quality resources that stimulate children's imagination. For example, children enjoy pretend play. They act out domestic scenes together, such as cooking on a toy stove and pretending to phone for an electrician. Children learn to share and take turns. They learn to build relationships with others and to manage their own conflicts. Staff teach children good independence skills. Children learn to wash their hands before eating. They learn how to pour their drinks, serve their food and tidy away their plates. Children have lots of opportunities to develop their physical skills as they run around and ride wheeled toys outside. They learn more about the world outside when they visit parks, farms, museums and libraries and plant seeds to grow flowers and vegetables.

Outcomes for children are good

Children make good progress in readiness for school. They are confident and eager to learn. Children choose books independently and enjoy listening to stories. They recognise the letters in their name and learn about letters and their sounds. Children learn about colours, shapes and counting. They learn how things work as they play with toy computers and cameras.

Setting details

Unique reference number	EY453086
Local authority	Essex
Inspection number	1066291
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	8
Name of registered person	Maureen Lee
Registered person unique reference number	RP909511
Date of previous inspection	25 February 2013
Telephone number	01245 476958

Rainbow Preschool (Galleywood) registered in 2012. It is situated in Galleywood, Chelmsford, Essex. There are four members of staff. Of these, two hold early years qualifications at level 3 and one at level 2. The pre-school opens Monday, Wednesday and Friday, term time only. Sessions are from 9.30am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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