

# Rainbow Pre-School

149 St. Richards Road, Deal, Kent, CT14 9LD



<b>Inspection date</b>	19 April 2017
Previous inspection date	25 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development. For example, strategies to help children's communication and language development have been enhanced. These strategies are very effectively tailored to meet the individual needs of the children.
- Relationships between staff provide a good role model for the children. For instance, children learn to behave with care and consideration towards each other.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images and dual-language text, including books and role-play resources.
- Staff make the most of opportunities to enhance children's independence skills well. Children enjoy serving up their own snack and washing up equipment once finished.
- All children make good progress from their starting points in their learning and development.

### It is not yet outstanding because:

- Opportunities for children to explore technology are not available at times, particularly to build on children's interest and awareness of how things work.
- Arrangements for engaging all parents when contributing to their child's ongoing learning are not yet highly successful.

## What the setting needs to do to improve further

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

- develop even more opportunities to interest children in technology
- develop further strategies to encourage all parents to actively contribute and support their child's learning and development.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager accurately self-evaluates the provision. She includes the views of parents and children to help identify areas for further improvement. For example, the range of equipment and activities to extend the children's learning in the outdoor play space has significantly increased. The manager continually improves the quality of staff practice, for example, by organising relevant training and individual support. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of current legislation. They understand their role in child protection and know the reporting process to follow if they have concerns about a child's welfare.

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

Staff are effective at developing children's literacy skills. For instance, they help children give meaning to the marks they make and emphasise letters and sounds to help prepare them for the next stages of their learning and move on to school. Staff understand what children know and how they can further support children's good development. For example, as the children enjoy a planting and growing exploratory experience, the member of staff introduces different parts of the vegetable, such as the fruit and greenery of the carrot. She gives the children clear explanations to enhance their learning, for instance, about what parts grow underground and on the top of the soil. Staff accurately assess children's development and effectively plan for their next steps in learning. They skilfully use a wide range of resources to engage children.

### Personal development, behaviour and welfare are good

Children know what is expected of them and follow the clear rules. Relationships between staff and children are sensitive and responsive. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. Staff help children to develop their awareness of healthy lifestyles. For example, they provide a choice of nutritious snacks and engage children in conversations about healthy food choices. Partnerships with parents are strong. Parents value the bonds that staff have with their children and appreciate the information they receive to help support the good-quality care their children receive.

### Outcomes for children are good

Children play and explore cooperatively together and confidently communicate their needs, ideas and views. Children work together to solve problems, such as ensuring resources are shared equally between themselves, and are keen to help each other when needed. Children develop good coordination and balance skills. For example, they enjoy the physical challenge of the large climbing equipment and confidently explore natural resources by setting themselves the physical challenge of climbing.

## Setting details

<b>Unique reference number</b>	127492
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089356
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Tracy Hawkes
<b>Registered person unique reference number</b>	RP512982
<b>Date of previous inspection</b>	25 June 2015
<b>Telephone number</b>	07966 400296

Rainbow Pre-School registered in 1993. It operates from the Godric Centre in Deal, Kent. The pre-school is open on Monday to Thursday from 9am to 3.30pm, and on Friday from 9am to midday, during term time only. The pre-school is in receipt of funding for the provision of free early education for two, three and four-year-old children. The pre-school employs seven staff, all of whom hold relevant qualifications. The manager holds a degree in early education. Four staff hold a qualification at level 3 and two staff hold a qualification at level 2.

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