

# Rainbow Pre-School

Central Methodist Church, North Street, Goole, East Yorkshire, DN14 5QT



## Inspection date

8 May 2017

Previous inspection date

12 May 2015

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 manager and staff are committed to providing children with high-quality care and education. They provide a welcoming environment where children thrive. Children make choices and play creatively with a wide range of interesting resources.
- Most children settle quickly and all have good relationships with staff. They are confident and seek out staff for comfort or reassurance, if needed.
- The manager has a clear understanding of the strengths and weaknesses of the pre-school. The views of staff, parents and children are regularly sought and acted upon.
- Staff have built a close working partnership with parents. They speak to parents daily about how their children are progressing. Parents speak highly of the staff and say they feel like part of a family.
- The manager is enthusiastic about her role and is keen to maintain good standards throughout the provision. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well.

### It is not yet outstanding because:

- Staff do not fully challenge older or most-able children during planned group activities.
- Children are not given enough time to consider questions that staff ask of them or are not encouraged to have a go at answering them for themselves.

## What the setting needs to do to improve further

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

- make even better use of all learning opportunities that provide more challenge for older, most-able children
- allow children enough time to gather their thoughts, consider information and answer questions independently.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and chair of the committee. She looked at relevant documentation and evidence of the 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

Lindsay Dobson

## Inspection findings

### Effectiveness of the leadership and management is good

The dedicated manager and staff team strive for continual improvement. They effectively use ongoing self-evaluation to drive improvements. The manager monitors the progress made by individuals and groups of children. This helps to identify needs and provide timely interventions to close any gaps in attainment. This leads to good support for children who have special educational needs and/or disabilities and those who speak English as an additional language. Staff are well qualified and receive regular supervision to support their knowledge and developing teaching skills. Furthermore, the manager ensures staff receive further training and any updates or new legislation during staff meetings. The arrangements for safeguarding are effective. Staff have a secure knowledge and understanding of their roles and responsibilities to safeguard children.

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

The well-qualified staff team regularly observes children and makes assessments of their development. Staff know children well and provide a wide range of exciting activities that follows children's interests and, generally, promotes their learning well. Overall, staff interact positively with children and encourage them to explore their ideas, enjoy their learning and have fun. Children are currently enjoying activities based around their interest in familiar film characters. For example, children investigate a mine to look for gems during imaginative play in the outdoor area. They have a good selection of supporting resources, which they use to dig, build, explore and follow their own ideas to maximise their play. Indoors, children are intrigued as they explore a tray of ice with shellfish and an octopus, linking to their discussions about life under the sea.

### Personal development, behaviour and welfare are good

Children behave well and have a good understanding of what staff expect. For example, they confidently explain that they must use their 'listening ears' during group activities. Children have regular access to the outdoors, are provided with a healthy range of snacks and learn about the importance of handwashing. This helps to support their understanding of a healthy lifestyle. Key persons know the children well and have good relationships with them, promoting their emotional well-being and developing social skills.

### Outcomes for children are good

Children are making good progress in their learning. They enjoy a wide range of enjoyable activities that supports them in acquiring the skills they need for school. For example, they learn about similarities and differences between themselves and others and how to treat others equally and with respect. Children make marks in the fairy dust, developing their handwriting skills. The early years pupil premium is used well to offer individual support to strengthen younger children's communication and language skills.

## Setting details

<b>Unique reference number</b>	314596
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1090801
<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>	1 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Rainbow Pre-School Goole Committee
<b>Registered person unique reference number</b>	RP518454
<b>Date of previous inspection</b>	12 May 2015
<b>Telephone number</b>	07572862225

Rainbow Pre-School registered in 1979 and is operated by a voluntary management committee. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term-time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities and who speak English as an additional language.

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