

# Rainbow Pre-School 1

Wordsworth Primary School, Victor Street, Southampton, SO15 5LH



## Inspection date

18 May 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

- The committed and keen staff fully understand how children learn and want the best for each child who attends. The management team helps staff to effectively carry out their roles and responsibilities, such as through good training and coaching.
- Overall, the staff have effective teaching skills which encourage children to be inquisitive and motivated learners. Children make good progress from their starting points and gaps are closing for children who start below the typical level of development.
- The management team places a strong emphasis on safeguarding and the welfare of children. For example, they notify Ofsted of significant information, review risks in the environment and keep these to a minimum by taking appropriate action.
- The staff work effectively with parents and other professionals to ensure information is fully shared. For example, home visits enable the key person to gain a complete picture of their key child before they commence at the setting.

### It is not yet outstanding because:

- Although staff support children learning English well, for example through the use of sign language, not all children hear and use their home language in play while at pre-school.
- On occasions, the adult-led teaching of whole-group activities is less beneficial for those children who are shy and lack confidence to talk.

## What the setting needs to do to improve further

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

- explore more ways for children learning English as an additional language to hear and use their home language in play and learning
- develop staff teaching skills further during adult-led group activities.

### Inspection activities

- The inspector observed the children's play activities indoors and outdoors, looked at the available resources and read relevant documentation.
- The inspector held a meeting with the management team to discuss their leadership management including self-evaluation methods
- The inspector spoke to a sample of parents and took account of their views.
- The inspector carried out a joint observation with the manager.

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of child protection issues. They know what to do if they are concerned about children's welfare, including the risk of children being exposed to extreme views. There are effective systems for the safe recruitment and induction of staff to ensure their suitability. The conscientious staff and management team effectively reflects upon, evaluates and monitors the delivery of children's play, planning and assessment. They make full use of training opportunities to enhance teaching and make variations, such as introducing an interactive, small-group time for two-year-old children. The premises are very secure and staff maintain ratios and supervise children well.

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

Staff support children's play and learning effectively. They interact skilfully and purposefully with children, building on what they know and can do, for example they use sign language to help children understand and speak English during snack time. During free-choice play, children are fully engaged and motivated to learn. They discover and find out about the world and enjoy playing with dinosaurs in cornflour. Staff observe children successfully, assess their needs and plan effectively for their future progress. For example, staff encourage two-year-old children, to blow bubbles, to pop them and to say simple words and sentences during a fun playtime. Staff encourage children to be physically active, such as providing low balancing equipment and lots of regular outdoor play.

### Personal development, behaviour and welfare are good

All children are well behaved, happy and show they feel emotionally secure in the welcoming, child-friendly atmosphere. Each key person keeps a close check on their child's development and offers comfort and support when necessary. Staff gather a good range of information from parents about their children when they start and continually share details about their child's care and learning with them. Children benefit from a range of healthy options to eat and drink at snack time. They learn independence, for example, they use spoons to select their own fruit. Children enjoy a socially, communicative lunchtime, developing valuable life skills and sitting together with staff.

### Outcomes for children are good

Children develop good skills in preparation for school. . For example, older children listen well at group time, observe the butterfly farm and show their understanding of life cycles. They answer challenging questions using correct vocabulary, such as cocoon. They use full sentences to show their thinking skills, such as, 'They're going to change into a butterfly'. They excitedly use the laminated recipes in the role play area to be imaginative with friends and pretend to make cakes and fudge. Children use the large touchscreen computer, colouring in pictures with friends and sharing effectively.

## Setting details

<b>Unique reference number</b>	EY500160
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1098520
<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, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Rainbow Pre School Southampton Limited
<b>Registered person unique reference number</b>	RP900991
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02380701601

Rainbow Pre-School 1 re-registered in 2016.. It is one of three pre-schools in the local area run by the same provider. The pre-school operates from rooms on the premises of Wordsworth Primary School, Southampton. The pre-school is open from Monday to Friday, from 8.30am until 4pm, term time only. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children . Staff welcome children who have special educational needs and/or disabilities and children who are learning English as an additional language. There are 15 staff who work with the children. The manager and a second member of staff hold relevant qualifications at levels 5. All other members of staff hold relevant qualifications at level 2 or 3.

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 2017

