

# Gamlingay Rainbow Pre-School

The Old Chapel, Green End, Gamlingay, Sandy, Bedfordshire, SG19 3LF



## Inspection date

22 June 2017

## Previous inspection date

17 July 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 manager and staff have developed effective procedures to support the efficient running of the pre-school. Staff hold daily discussions, helping them all to be aware of children's needs and their daily responsibilities.
- Staff help children to understand how fresh food grows. Children enjoy planting and caring for growing vegetables. They understand that the plants need soil, rain and sunshine to make them grow.
- Staff are highly aware of each child's individual needs. For example, staff make sure that they stay close to children who have a fear of thunder during storms. Staff give children time to talk about their feelings and offer sensitive reassurance.
- Children enjoy listening to staff reading stories. Staff make these times fun as they use expression to bring stories alive. At other times, children sit together and discuss the books they are looking at. These activities effectively promote literacy development.

### It is not yet outstanding because:

- When children first start at the nursery, staff do not always gather enough information from parents about their child's capabilities, to ensure the initial planning for their individual learning is of the highest quality.
- The manager and staff do not always make highly effective use of information about the progress made by different groups of children, to ensure that they take all possible steps to close any gaps in their development.

## 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 when children first start, to further understand children's starting points and capabilities
- enhance the tracking of the progress made by different groups of children, to help to swiftly identify and close any emerging gaps in their learning.

### 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 at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff and committee members.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff regularly reflect on their practice. They seek the views of parents and incorporate their ideas, such as informing them better about committee members. The arrangements for safeguarding are effective. Staff have a clear knowledge and understanding of the procedures to follow if they have concerns about children in their care. They know, which professionals to contact if they have child protection concerns, both in the pre-school and other relevant agencies. Although staff turnover is low, the management committee have rigorous recruitment and induction procedures in place. The manager uses regular supervision meetings to support staff to review their own performance. Staff have many opportunities to develop their knowledge and skills through training. They talk positively about the impact this has on their practice.

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

Staff give children time and space to play freely and express their ideas. They offer them support when it is needed and to extend their learning. For example, as children pretend to be hairdressers, staff introduce mathematical concepts to talk about long, short, more and less. Children also engage in imaginative play outside. They ride on toy trucks and cars and discuss together where to go and how to get there. They play collaboratively and negotiate well. Staff plan effectively for their individual key children. They regularly complete a range of observations to identify where children's interests are. They successfully link these interests to their next steps in learning.

### Personal development, behaviour and welfare are good

Staff help to promote children's good health. They ensure that children have regular opportunities to enjoy and learn about the benefits of fresh air and exercise. Children show their good physical skills as they steer cars and bikes and negotiate their way around the play area. Children are provided with healthy foods at snack times and they are learning how to attend to their own care needs. They enjoy helping to prepare food and use knives efficiently to chop fruit. Strong partnerships with parents are evident. Parents speak very highly of the staff. They report that their children are happy and growing in confidence at the pre-school and this prepares them well for moving on to school. Children behave very well. They are polite and kind to each other and to staff.

### Outcomes for children are good

All children are making good progress from their starting points. They learn to recognise numbers and write their names as they use a wide range of resources, both inside and outdoors. Children are developing into independent learners and they choose where and with what they want to play. They are swiftly gaining the skills they need to be ready to move to their next stage of learning or on to school.

## Setting details

<b>Unique reference number</b>	221794
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1063740
<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>	24
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Rainbow Pre-School Committee
<b>Registered person unique reference number</b>	RP517109
<b>Date of previous inspection</b>	17 July 2013
<b>Telephone number</b>	01767 651994

Gamlingay Rainbow Pre-School registered in 1994. The pre-school employs five members of staff. Of these, four hold childcare qualifications at level 2 or above. The pre-school is open each weekday, during school term time, from 9am until 3pm Monday to Thursday, and from 9am until 12.30pm on Friday. The pre-school provides funded early years education for two, three and four-year-old children.

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