

Rainbow Pre-School

South Dale, Caistor, Market Rasen, Lincolnshire, LN7 6LY



Inspection date	29 November 2017
Previous inspection date	24 February 2014

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 builds strong partnerships with parents and other professionals to help identify and support children who have special educational needs and/or disabilities. All children make good progress from their starting points, regardless of their individual circumstances.
- The pre-school is bright, welcoming and has a homely feel. There is a wide range of good-quality resources and interesting activities available to support children's play and learning indoors and outside.
- Staff provide a wealth of opportunities for children to develop their small muscles in readiness for early writing. For example, young children use their finger and thumb to manipulate small pieces of dough. They capably use spoons and mini tongs to pick up glitter and pieces of ice.
- Children behave very well. Staff are good role models. They speak to children in a calm and respectful manner. An effective key-person system is in place. Children enjoy close and caring relationships with all staff. This helps them to feel settled and supports their emotional well-being.

It is not yet outstanding because:

- Stories chosen by staff do not consistently support children's early literacy skills. The stories are sometimes too complex in their language and too long for the youngest children to remain engaged with.
- Staff's professional development is not sufficiently focused on raising the quality of teaching even further to help to promote children's attainment at the highest level.

What the setting needs to do to improve further

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

- ensure more consistency in supporting children's emerging literacy skills, to cater for children's individual learning needs and preferences
- strengthen the support offered to staff to help to promote their professional development and raise the quality of their teaching.

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. 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

Sharon Waterfall

Inspection findings

Effectiveness of the leadership and management is good

The manager works alongside staff. She has an accurate overview of the quality of the pre-school. Children's individual progress is assessed to identify any gaps in their learning and development. Any additional support they may need is swiftly provided. Staff meet regularly with the management team to identify training needs and this has a positive impact on the outcomes for children. The arrangements for safeguarding are effective. Staff are knowledgeable and understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well.

Quality of teaching, learning and assessment is good

The manager and staff use their knowledge of children's progress and their current interests well. They provide a range of stimulating activities that children find motivating, such as digging animals out of ice structures. Staff play alongside children and talk to them about what they see them doing. They develop children's communication, social and physical skills well. Staff move around to deploy themselves effectively to support children well. They get down to children's level and join in with their play experiences. They engage in meaningful conversations and encourage them to share their home experiences, such as discussing how vegetable soup is made. Children are engaged, focused and keen to take part in most activities.

Personal development, behaviour and welfare are good

The pre-school is located in the school grounds and staff share expertise and resources. Children become familiar with the school environment and this supports their move on to school when the time comes. Staff carry out daily checks on the premises to ensure that all areas used by children are safe and suitable. Children learn to be independent and responsible. For example, they pour their own drinks and they join in with tidying toys away. Mealtimes are sociable, and children enjoy a broad range of healthy and nutritious snacks. Staff provide clear guidance for children about what is acceptable behaviour. Daily outdoor play and an exciting forest school curriculum ensure children get plenty of fresh air and exercise.

Outcomes for children are good

Children make good progress in their learning from their starting points. They develop many skills in preparation for when they start school. Children form friendships and enjoy their play together. They learn to listen to adults and respond well to instructions. They develop good concentration and perseverance, for example, as they build walls with bricks. Children confidently use equipment, such as scissors, tongs and painting tools carefully. They are proud of what they achieve.

Setting details

Unique reference number	EY240964
Local authority	Lincolnshire
Inspection number	1087886
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	29
Name of registered person	Rainbow Pre-School Committee
Registered person unique reference number	RP520863
Date of previous inspection	24 February 2014
Telephone number	01472 859979

The Rainbow Pre-School registered in 2002. The nursery employs six members of childcare staff. All staff hold early years qualifications at level 2 or above, one holds an appropriate early years qualification at level 6. The pre-school opens from Monday to Friday, all year round. Sessions are from 8.45am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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