

Rainbow Pre-School

Scout Building, Baden Drive, Horley, Surrey, RH6 8SD



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| Inspection date | 28 November 2017 |
| Previous inspection date | 3 March 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

- Staff monitor children's development thoroughly and include information from parents to support their judgements. They consider well the priorities for each child's development and make plans to meet these using their strong knowledge of children's interests.
- Staff offer parents good opportunities to be involved in their children's learning and to carry on learning at home. They have established effective communication systems which allow a continual two-way sharing of information and continuity for children.
- Children make good progress from their starting points. Where children achieve below the typical outcomes for their ages, appropriate action is taken to ensure children receive extra support. The staff team works well with other professionals to help children progress towards their goals.
- Staff promote healthy practices well. Children enjoy activities which help them to develop positive attitudes to healthy foods, such as planting vegetables.
- The manager has implemented effective strategies to check children's progress. She notes areas of learning which are weaker and makes changes to improve outcomes.

It is not yet outstanding because:

- The manager monitors staff practice. However, she does not use rigorous strategies to evaluate teaching and support staff to develop their skills even further.
- Staff promote diversity well. However, they do not act consistently on opportunities to teach children about the wider world and share experiences of different cultural backgrounds.

What the setting needs to do to improve further

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

- develop further the strategies to evaluate and support development of teaching strategies used by staff
- improve further the provision for teaching children about the wider world, paying particular regard to the backgrounds and experiences of the children in the setting.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff follow robust safeguarding procedures in all aspects of their practice. They are well informed about how to recognise when a child's welfare is at risk and how to act in the event of a concern. The staff team works well together. Most staff have been in the setting for many years, which shows their enthusiasm for their roles. The manager supports the well-qualified staff in their professional development. She offers them opportunities to meet with other early years providers to share and extend their knowledge. The manager provides rich opportunities for staff to voice where they feel practice could be improved, such as when staff suggest better opportunities to speak to parents. These improved opportunities have been met with positive feedback from parents, who are also encouraged to share their views.

Quality of teaching, learning and assessment is good

Staff show skill in developing children's individual learning goals by interacting in the play children choose. All staff adapt their practice to meet the needs of the individual child. For example, they initiate role play when children are playing and adapt their language to suit the ability of the children. Staff allow children rich opportunities to consider and extend their own ideas as they play. For instance, when children dress up as builders and build a 'bus', the staff member cleverly encourages them to think about what they need and where they will go. Staff use a range of effective teaching techniques.

Personal development, behaviour and welfare are good

Staff support children and parents well when children start attending, to help children develop confidence and to feel happy leaving their parents. Staff have created an environment which allows children the ability to make choices and to develop independence. When children wish to go outside, they know to get their coats and wellingtons. Older children dress themselves independently. Staff ensure children feel secure in their routines and know the rules in the setting. Children show positive behaviour continually. For instance, they work together to build with blocks, sharing resources and turn taking willingly. The staff team follows effective procedures to prepare children for when they move to other settings, such as school. For example, they use popular activities such as role play to help children become familiar with aspects of school life.

Outcomes for children are good

Children focus attentively on their play as they choose from the wide range of resources available to them. They use their imaginations widely in play. For example, they initiate treasure hunts in mud, make 'buses' out of wooden blocks and role play merrily with babies. Children develop essential skills for future learning. They show confidence with numbers and counting, using these throughout the day. Children develop early writing skills in a manner of ways. Some children begin to write their names with pencils, while others develop control over tools when they use toy hammers in play or dig soil. Children join in and enjoy stories. They develop early reading skills.

Setting details

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| Unique reference number | EY273986 |
| Local authority | Surrey |
| Inspection number | 1091834 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 25 |
| Name of registered person | Denise Covey |
| Registered person unique reference number | RP513349 |
| Date of previous inspection | 3 March 2015 |
| Telephone number | 0779 414 9995 |

Rainbow Pre-School registered in 2004. The pre-school is open Monday to Friday from 9.15am to 1.15pm, term time only. The pre-school receives funding for free early education sessions for children aged two, three and four years. Five members of staff work with the children. Of these, four hold appropriate early years qualifications at level 3.

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