

Rainbow Pre-School & Extended Services



St Andrew's Lower School, Bantock Way, Biggleswade, Bedfordshire, SG18 8UQ

Inspection date	7 December 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff know children well and ensure that activities reflect their interests and developmental needs. Children attending out-of-school care have balanced opportunities to relax and to engage in activities that support their formal learning.
- Robust monitoring of children's progress enables staff to act promptly to address any weaker areas and close gaps in learning. Staff now offer children further opportunities that support them to recognise shapes, and understand and compare volume and size. Outcomes for children are good.
- Staff are good role models. Their sensitive interactions and explanations support children in learning to manage their behaviour. Children show kindness and respect for one another. They readily share the resources and include others in their play.
- Staff work well with parents and support them in extending their children's learning. For example, they provide packs of resources that support simple activities to do at home.
- Staff attend further training and make good use of their qualifications. For example, staff with higher qualifications offer effective, focused supervision sessions and demonstrate good practice.

It is not yet outstanding because:

- Staff do not consistently make the best use of key-person group time and times of transition to fully promote and extend children's development.
- At times, staff do not offer outdoor learning opportunities to fully extend the development of children who prefer to learn in this environment.

What the setting needs to do to improve further

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

- help staff to make the best possible use of key-person group time and times of transition to fully promote and extend children's development
- extend the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities.

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 held meetings with the director, the head of pre-school and extended services, the manager and the special educational needs and disabilities coordinator. She talked with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the head of pre-school and extended services. She looked at relevant documentation, discussed the self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is good

Senior staff conscientiously review the setting's practice. They involve staff, parents and children in this so that they build a clear picture and make pertinent improvements. They maintain a thorough understanding of each child and use this knowledge to ensure that additional funding is used effectively to support children and close any potential gaps in learning. Arrangements for safeguarding are effective. Staff keep up to date with local procedures and national guidance, and understand how to report any concerns about children's welfare. They regularly review risk assessments and accident records and take effective action to ensure that children's safety is always promoted well. There are practical procedures in place to work with other childcare providers so that children's care is consistent.

Quality of teaching, learning and assessment is good

Staff observe children's play and help them to build on this in order to aid their development. For example, children have time to play with cars before a staff member offers them chinks to use as markers. The children take turns to mark how far they can push the car. The staff member then asks how they can tell which mark is theirs and the children decide to put their initials next to their chalk mark. Activities such as this support children in developing their writing skills and in learning to work together and solve problems. Children have many opportunities to explore mathematics. They play in the role-play post office, using rulers to measure their letters and parcels and identify numbers on the calculators and weighing scales. Children are developing a love of books and reading. Staff members skilfully maintain children's interest as they read, using exciting props and involving children in telling the story.

Personal development, behaviour and welfare are good

Staff use the key-person system well to work with parents. They gather a wide range of initial information and continue to communicate effectively with parents so that they maintain a thorough understanding of their child's needs. Staff use this information to aid children in settling in, and to help them remain secure and comfortable. Children's physical development is promoted effectively and they gain a good understanding of safety. They balance and climb on large play equipment and understand why they need to leave space between each child. Staff obtain updates from parents about their children's activities and progress at home. They talk with children about these and celebrate their achievements. This helps to build children's confidence and supports them in developing positive attitudes.

Outcomes for children are good

Staff support children well so that they make good progress and develop the skills they need for school. Children have many opportunities to participate in discussions. They enjoy small-group activities where they talk about concepts, such as the weather. They discuss the difference between hot and cold, and talk about different types of clothing. These activities support children who have special educational needs and/or disabilities, and they learn to listen to others and communicate their own views appropriately.

Setting details

Unique reference number	EY493048
Local authority	Central Bedfordshire
Inspection number	1023655
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 9
Total number of places	53
Number of children on roll	92
Name of registered person	Rainbow Pre-School & Extended Services CIO
Registered person unique reference number	RP534086
Date of previous inspection	Not applicable
Telephone number	01767 310230

Rainbow Pre-School & Extended Services registered in 2015. The setting employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and eight hold qualifications at level 3 or above, including one with early years teacher status. The setting opens from Monday to Friday during term time for pre-school. Sessions are from 9am to midday, and from 12.15pm to 3.15pm, with the option of a lunch club in between these sessions. They also offer a breakfast club from 7.30am to 9am and an after-school club from 3.15pm to 6pm during term time only. A holiday club is offered from 7.30am to 6pm on Monday to Friday during school holidays. The setting is closed for two weeks at Christmas. The pre-school provides funded early education for two-, three- and four-year-old children.

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