

Rainbow Pre-School

Southgate Primary School, Barrington Road, CRAWLEY, West Sussex, RH10 6DG



Inspection date	23 January 2018
Previous inspection date	23 February 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

- The manager effectively implements worthwhile improvements to the provision to continually improve the outcomes for children. They have recently developed a cosy book area to enhance children's enjoyment of books and stories.
- Staff skilfully support children to develop good problem-solving and thinking skills. For example, a small group of children take great delight in rollers and brooms to see if they can make bubbles on the ground mixing the rain with paint and washing-up liquid.
- Children's behaviour is good and they share and take turns. For example, they fully understand how to use the timer to take turns using the computer tablets and when it is kind to share the pretend cupcakes with others. Children are well prepared for their next stage in learning and for school.
- Partnerships with parents are good. Staff readily engage with parents, who fully appreciate the good-quality care and learning opportunities their children receive. The manager and staff seek the views of parents and act on their feedback to help drive improvement.

It is not yet outstanding because:

- The organisation and flow of routines times of the day are not fully effective in supporting children's play and learning experiences.
- The newly introduced system for recording observations, assessments and planning is in its infancy. Subsequently, the impact of this is not fully effective in tracking children's individual progress even more precisely.

What the setting needs to do to improve further

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

- review and revise the organisation of routines times of the day to fully support children's learning experiences
- embed the newly introduced system for observation, assessment and planning to help raise the quality of outcomes for children to the highest levels.

Inspection activities

- The inspector undertook a joint observation with the manager.
- The inspector viewed written documentation and held discussions with the manager and staff regarding children's progress.
- The inspector sampled the setting's policies and procedures.
- The inspector discussed the self-evaluation process with the manager.
- The inspector spoke with parents to gain their views.

Inspector

Helen Penticost

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of child protection and how to refer any concerns they may have about a child's welfare. They are aware of current government guidance and how to identify the possible signs that a child may be at risk of extreme views. The manager undertakes appropriate suitability checks for staff and committee members, and investigates complaints successfully. The manager regularly appraises staff's practice and identifies training and development needs. For example, some staff are currently undertaking a professional qualification and state that this has fully supported their awareness of the differing ways in which children learn. This has helped them to improve their skills and the outcomes for children. The manager uses additional funding effectively to build on children's interests. For example, following a child's new hobby they purchased rugby balls, which helped promote children's enthusiasm for sport and enhanced their sense of belonging in the setting.

Quality of teaching, learning and assessment is good

Staff capture children's chosen play successfully. For example, when a child selects wooden arch shapes to drive the toy car underneath, this turns into a game of discovering what other sized car will fit through. Overall, the manager and staff are aware of the gaps in children's development. For example, following identifying that boys were not developing as quickly as girls in their literacy and mathematics skills, staff introduced more focused teaching sessions, which have begun to help to close these gaps quickly. Staff work in effective partnerships with other professionals. For example, staff attend speech and language sessions with children and their parents to help provide consistency in children's care and learning.

Personal development, behaviour and welfare are good

Staff are kind, caring and considerate. They get to know children's personalities and interests, and use this knowledge effectively to help them settle at pre-school. Children develop good friendships with each other and staff, and show great delight as their friends arrive throughout the day. For instance, they ask each other if they would like to play together outside and greet each other with cuddles and affection. Staff encourage children to develop a good awareness of a healthy lifestyle and build on their physical development. Children access a well-resourced outdoor area and they also have use of the school playing field to play ball games.

Outcomes for children are good

Children, including those who have special education needs, make good progress in their learning from their individual starting points. Children take great pride in their achievements. They write their names on their artistic creations and relish the praise they receive. Children develop a secure understanding of diversity and of the wider world. For example, they cared for fertilised eggs as they hatched into chicks and they learn about celebrations from other countries and religions.

Setting details

Unique reference number	EY410705
Local authority	West Sussex
Inspection number	1085920
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	32
Number of children on roll	58
Name of registered person	Rainbow Pre-School Committee
Registered person unique reference number	RP524494
Date of previous inspection	23 February 2015
Telephone number	01293 427 180

Rainbow Pre-School registered in 2010 and is managed by a voluntary management committee. It operates from within the grounds of Southgate Primary School in Crawley, West Sussex. The setting is open Monday to Friday from 8.30am to 3.30pm, during school term times. There are 10 members of staff, seven of whom hold appropriate early years qualifications. The setting receives funding for free early education for children aged two, three and four years.

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