

# Rainbow Pre-School (Thrapston)

Sports & Social Club, Chancery Lane, Thrapston, Kettering, Northamptonshire, NN14 4JL



## Inspection date

13 March 2018

Previous inspection date

7 October 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

- Leaders provide a good range of resources and experiences for children, which cover all areas of their learning. Staff make effective use of the space available so that resources are easily accessible to all children.
- Teaching is consistently strong. Staff make good use of language to skilfully lead discussions with the children. This promotes children's development in communication.
- Staff act as good role models for the children. As a result children behave well and remain focussed and engaged during activities. Children show respect for other each other, for example by waiting for their turn during a group activity.
- Staff have a good understanding of the learning needs of children. Staff complete accurate assessments of children's progress. These assessments show that children are making at least typical progress in all areas of learning.

### It is not yet outstanding because:

- Leaders and managers do not have a long term development and improvement plan in place. However, they do evaluate the quality of the provision on a daily basis.
- Staff focus on children's physical development during outdoor play and do not take advantage of teaching opportunities that arise to cover the other areas of learning.

## What the setting needs to do to improve further

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

- develop the existing self-evaluation of the provision to plan for the longer term improvement of the quality of care provided
- improve the range of experiences and opportunities for children during outdoor play to encompass all areas of learning.

### Inspection activities

- The inspector observed activities in the pre-school room and the outdoor play area.
- The inspector spoke to members of staff and children.
- The inspector held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector reviewed children's records, evidence of the suitability of staff working at the nursery and a range of other documentation.

### Inspector

Christy Dave

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a good oversight of the provision. She ensures staff are given daily opportunities to speak with her about their care and teaching of the children. Safeguarding is effective. The manager and staff are aware of their responsibilities to keep children safe. The manager takes prompt and effective action when concerns are raised about a child. Staff provide children with good quality learning and development experiences. Staff are highly qualified and attend regular development meetings which help them to improve the quality of their practice. Leaders review the quality of care provided on a daily basis. For example, they recognised the need to adapt and improve existing injury records. As a result records are clearer and support good safeguarding practice. Leaders use additional funding well to support children's progress.

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

Staff make accurate assessments of children's learning and development when they first join the pre-school. Staff update assessments on a regular basis and from these, are able to identify gaps in children's development. Staff know children very well and plan activities based on the identified next steps in the child's learning. Staff are skilled at identifying and using children's interests to promote their learning. For example, a member of staff observed a child to show interest in a book and make attempts to sound out words. She then planned an activity to build on this interest making use of phonics and a letter felt board. Staff consider the different ages and abilities of children when planning activities. Children are challenged and interested in the resources provided. Staff support children's communication skills well and access timely support for children where it is needed. Parents report they receive daily updates about their child's progress.

### Personal development, behaviour and welfare are good

Staff act as good role models and show children examples of good behaviour for example, by thanking children for their actions. Children are well behaved and are keen to learn and have a go at activities. Children feel confident in their environment. They are able to work things out for themselves. For example, a child was able identify the right size doll to fit in a high chair through the process of trial and error. Children are settled and happy and are keen to involve others in their play. Children are given opportunities to develop independence skills, for example, they are able to self-select food at snack time.

### Outcomes for children are good

Children are making typical progress in their learning and development. Children at risk of falling behind are supported to catch up with their peers. Children are developing the key skills required for school and the next stage in their development. For example, they are able to manage their own health and hygiene needs on their own, such as hand washing before eating food. Staff encourage children to recognise the written word. For instance, at snack time the word 'open' is displayed on the snack table. Children understand the meaning behind this and independently access a snack. Older children enjoy listening to stories and joining in. They recognise numbers up to ten. Staff encourage young children to develop an interest in books and listening to stories.

## Setting details

<b>Unique reference number</b>	219996
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1114016
<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>	26
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Rainbow Pre-School (Thrapston) Committee
<b>Registered person unique reference number</b>	RP522286
<b>Date of previous inspection</b>	7 October 2015
<b>Telephone number</b>	01832 732470

Rainbow Pre-school (Thrapston) was registered in 2000. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications between level 3 and 6, including one with Early Years Professional status. The pre-school opens from Monday to Friday during term time. Sessions are on Monday from 9.15am until 3.30pm, Tuesday and Wednesday from 9am until 3.30pm, and Thursday and Friday from 9am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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