

Rainbows End Pre School

Rainbows End Pre School, Village Hall, The Street, Cranleigh, GU6 7PX



Inspection date	26 April 2018
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

- The well-qualified manager and staff work very well together to create a welcoming and stimulating environment to help children learn. They work very closely with the committee members and have clear targets for continued improvement.
- The manager has established strong links within the community to help provide children with further learning opportunities. For example, children accompany staff to visit older members of the community. They take part in activities, such as singing songs with the elderly. This helps towards extending children's confidence.
- Parents speak very highly about the pre-school and how staff skilfully help their children's learning. They say that there is a happy, supportive atmosphere and that staff are nurturing and caring. Parents are kept well informed about their children's progress.
- Partnerships with other providers where children also attend are strong. Staff effectively share information about children's care and learning. Together they ensure that there is a continuous approach to meeting children's individual needs.

It is not yet outstanding because:

- At times, the enthusiastic staff do too much for the younger children during adult-led play and do not always give children enough time to do the activity for themselves.
- Staff do not consistently encourage and support children's understanding of mathematics.

What the setting needs to do to improve further

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

- review and implement teaching strategies to help younger children engage even more in adult-led activities to help extend their own thoughts and ideas
- take all opportunities to broaden children's understanding of mathematical concepts to support their learning experiences further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the manager, the chairperson, the staff team and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and held a meeting with her and the chairperson.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to several parents and carers. She took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified manager is ambitious and she is a very good role model. She knows staff's strengths and ensures that continuous training is provided to staff to benefit children's learning. For example, a focus on outdoor learning has led to an increase in children's confidence and willingness to try new experiences. The arrangements for safeguarding are effective. Staff are secure in their knowledge about how to keep children safe. They know whom to contact if they are concerned about children's welfare. The management team follows secure recruitment procedures. Regular supervision meetings with staff and committee members help to ensure that they continue to be suitable for their roles. Staff complete regular observations of children's achievements. They effectively check for any gaps in learning and quickly implement teaching strategies to help address these.

Quality of teaching, learning and assessment is good

Staff know children well and provide a broad range of activities that they know will interest them. For example, children have fun pretending to be firefighters. They discuss the roles they are taking, such as being a 'fire chief'. Staff value children's imaginative play and skilfully promote an early interest in writing for a purpose. For example, children record appointments in the 'pretend hospital' area. Outdoors, children excitedly use chalks to represent plants, which they proceed to cut down with a toy combine harvester. Staff help children who speak English as an additional language to make connections in their learning. For instance, they use gestures, songs and body language to explain what needs to be done. Staff use additional funding effectively to support the needs of individual children. For instance, the introduction of specific construction resources has had a positive impact on helping to sustain children's concentration skills.

Personal development, behaviour and welfare are good

Children have strong bonds with the attentive staff, who are sensitive to their needs. The key-person system is effective. Children's ongoing and changing needs are discussed with parents. Staff help children to develop a healthy lifestyle and they are very aware of their dietary needs. Children have a wide range of opportunities to practise their physical skills. For example, they enjoy exploring the good-quality resources in the vibrant outdoor play area and visit the park to practise their skills on large play equipment. Older children take part in purposeful woodland activities to help them learn about managing risk and keeping themselves safe.

Outcomes for children are good

All children make good progress and are well prepared for their future learning, including their eventual move on to school. They independently explore, have good social skills and demonstrate high levels of self-esteem. Children are able to recognise their written names and several older children are able to write these. They know the sounds that represent letters. Children confidently use a range of writing equipment, such as chalks, pens and pencils.

Setting details

Unique reference number	EY498719
Local authority	Surrey
Inspection number	1052289
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	34
Number of children on roll	35
Name of registered person	Rainbow's End Pre-School
Registered person unique reference number	RP900922
Date of previous inspection	Not applicable
Telephone number	01483808488

Rainbows End Pre School established in 1992 and re-registered in 2016. It is situated in the Village Hall in Ewhurst, Surrey. The pre-school is a committee-run group. It receives funding to provide free early education for children aged three and four years. The pre-school employs six members of staff. Of these, three staff hold an appropriate early years qualification at level 3. The manager holds qualified teacher status. The pre-school is open every weekday during term time. On Monday, Tuesday and Thursday it is open from 9.15am until 2.45pm. On Wednesday and Friday it is open from 9.15am until 12.15pm.

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