

Rainbow Pre-School

The Lair, Duffield Lane, Stoke Poges, Buckinghamshire, SL2 4AL



Inspection date

16 May 2018

Previous inspection date

29 September 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

- Effective observation enables the staff to identify children's interests and plan activities to help them progress further. Children are emotionally secure, which helps to ensure their readiness for school and future learning.
- Staff ensure that children's safety is given good priority. The premises are safe and secure, and children are well supervised.
- Robust recruitment procedures and ongoing checks are effectively implemented and help make sure that staff are suitable to work with children.
- Children benefit from a stimulating environment with good-quality resources. They make independent choices in their play and are confident learners.
- Managers show a strong commitment to improvement. They seek the views of all staff and parents to help focus on how to improve the pre-school. For instance, they have developed the garden to provide more opportunities for children to use a range of apparatus.

It is not yet outstanding because:

- During some large-group activities, staff do not always enable children to express their own ideas fully.
- Although the manager tracks the progress of individual children well, she does not check the progress of various groups of children to help ensure that any gaps in achievement between them are identified and closing rapidly.

What the setting needs to do to improve further

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

- continue to develop staff skills to help them to recognise how to encourage children to think about and express their own ideas during large-group activities
- enhance monitoring systems further to help demonstrate more precisely the progress made by different groups of children, identify any gaps in achievement and target how to close these rapidly.

Inspection activities

- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of suitability of the staff working in the setting.
- The inspector questioned staff on their understanding of how to keep children safe.
- The inspector observed interactions between the staff and the children during activities and assessed the impact on the children.
- The inspector spoke to parents and children and took account of their views.
- The inspector completed a joint observation of an activity with the manager.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has trained staff well to identify any signs that may indicate concerns about children's welfare, including exposure to extreme views or behaviour. The manager focuses well on staff professional development. She makes good use of annual appraisals and regular staff supervision sessions to help monitor their suitability and performance. She encourages staff to develop their knowledge and skills further, such as through regular training and discussions with their colleagues. Partnerships with parents are good. Pre-school staff work well with parents and meet children's care needs effectively. They keep them well informed of what the children have been doing and regularly share information they have gathered about children's progress, learning and development, to enable them to continue learning at home.

Quality of teaching, learning and assessment is good

Staff support children's mathematical skills well. Children have lots of opportunities to count and use numbers during everyday play. For instance, as they play a game involving collecting bees, they count how many each child has and identify who has the most and who has the least. During large-group activities children confidently count to 21 as they count how many children are present during the day. Children have fun outdoors and are very physically active. They enjoy a vast range of resources, including riding bicycles, playing football and climbing on a tyre wall. Staff provide games that prompt children to move in different ways, such as jogging, touching their toes and balancing on one leg. As children stand on one leg, staff asked them if they can describe what they are doing. Children know that they are balancing. Children show good understanding of the world in which they live and the creatures that live within it. For example, when questioned they know that ladybirds like to eat leaves and understand that caterpillars turn into butterflies.

Personal development, behaviour and welfare are good

Children behave well. Staff promote children's self-esteem and develop their social skills effectively. They help children to learn to value differences and treat each other with respect. For example, children understand how to share resources and know that the sand timer is important as this indicates when it is another child's turn with the toys. Children are happy to follow routines and understand the boundaries of accepted behaviour, for example, when staff tell them it is tidy-up time, they quickly help to do this. When two children are very engrossed in their play, staff gently remind them that the music means that it is time to stop what they are doing and tidy up.

Outcomes for children are good

Children make good progress in their learning and show a clear motivation to learn. They develop independence and confidence in their abilities. For example, they learn to dress themselves for outdoor play and confidently use apparatus in the garden. Pre-school children confidently write their own names and count to 20 with ease.

Setting details

Unique reference number	EY252578
Local authority	Buckinghamshire
Inspection number	1128688
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Rainbow Pre-school Committee
Registered person unique reference number	RP521194
Date of previous inspection	29 September 2015
Telephone number	01753 647572

Rainbow Pre-School opened in 1968. It operates from a Scout building in Stoke Poges village. The pre-school is open each weekday from 9am to 3pm, during term time only. The pre-school receives funding to provide free early years education for children aged two, three and four years. All four staff hold a recognised early years qualification, including three at level 3 and one at level 2.

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