

Rainbows Childcare, Hungerford



John Ogaunt School, Priory Road, Hungerford, Berkshire RG17 0AN

Inspection date	24 September 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 leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The management team focuses well on raising standards, and its self-evaluation is reflective. Managers consistently review the provision and make effective changes to improve continually.
- The owner, who is also the manager, successfully supports her staff. All staff work together well and are enthusiastic about their roles. This has a positive effect on children's achievements. The premises are maintained to a high standard and good attention is given to children's safety and security.
- Staff develop strong partnerships with parents and keep them well informed of their children's progress. They help parents to support their children's learning at home. Parents speak highly of staff.
- Staff regularly observe children's play and assess their individual learning closely. All children, including those learning English as an additional language, make good progress in relation to their starting points.
- Children develop good mathematical skills. They enthusiastically use appropriate language and gain the necessary skills to help prepare them for their future learning.
- Staff support children to learn about the wider world, and diversity is reflected extremely positively throughout the setting. Staff help children to gain an excellent understanding of how to keep healthy and safe. Children behave impeccably, for example, they follow instructions well and wait patiently to take turns using the equipment.

It is not yet outstanding because:

- Although planning for children's interests and learning is good, staff do not focus sharply on providing challenging learning opportunities when planning for children's next steps in learning.
- The management team does not have the best possible insight into the progress different groups of children make, to help identify any possible gaps in their learning and to strengthen teaching further.

What the setting needs to do to improve further

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

- strengthen how staff target children's next steps in learning, to provide consistent challenges for children's development
- build on the monitoring and tracking of the progress different groups of children make, to identify gaps in their learning more swiftly and accurately tailor teaching to help them catch up where required.

Inspection activities

- The inspector observed activities in the three main base rooms and garden.
- The inspector carried out a joint observation with the manager, and checked evidence of the suitability checks and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand their responsibilities to protect children and know the procedures to follow if they have any concerns. Thorough recruitment and induction procedures help ensure adults working with the children are suitable. Staff receive regular individual support meetings where they can seek advice and discuss their own development opportunities. Leaders monitor staff practice and ensure children receive good-quality teaching to assist their progress. Leaders source training that helps staff to improve outcomes for children. For instance, many staff are working towards a childcare qualification. The manager and staff have good relationships with local schools and other professionals, and share children's developmental information well.

Quality of teaching, learning and assessment is good

Overall, staff observe children's learning and monitor their individual progress well. They have a good knowledge of children's interests and use this successfully to move children forward in their learning. Staff support children's communication and language development effectively. For instance, children learn how to explore the natural world well. They enjoy an autumn hunt and use magnifying glasses to examine different leaves closely. Older children are encouraged to write their names and staff continually reinforce their understanding of letters and sounds. This helps to support their early literacy skills. Staff effectively support babies to develop their physical skills as they press buttons on interactive toys and handle resources that they can shake and squeeze.

Personal development, behaviour and welfare are outstanding

All children show exceptionally high levels of emotional well-being. They are extremely enthusiastic learners, happy and very confident. This has a strong impact on their attitude to learning and their development of independence when investigating and exploring. Children form strong attachments with their key person and this highly successful support helps children to settle and move to their next room. Staff pride themselves on the very warm welcome they offer to all children and their families. Parents report that 'the staff are very informative and engaging'. Staff are highly effective at helping children develop a safe and healthy lifestyle. For example, older children help to carry out garden safety checks and babies know to turn around and go feet-first down the slide. Children show extreme kindness towards each other. They spontaneously help each other to complete simple tasks, learn to make decisions and select their resources. For example, a voting system is highly effective in supporting children's choices of books.

Outcomes for children are good

Children make good progress from their starting points and work within the range of development typical for their age. Children are motivated, keen to join in and are becoming effective learners. Older children express their ideas clearly and develop good use of descriptive language. They talk about their observations and make predictions. Babies explore confidently and make new discoveries. For example, they enjoy touching sand and discovering what happens when staff make sandcastles. Babies and children enjoy their time and are developing key skills ready for their future learning and school.

Setting details

Unique reference number	EY537553
Local authority	West Berkshire
Inspection number	10076759
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	45
Number of children on roll	80
Name of registered person	Rainbows Childcare Ltd
Registered person unique reference number	RP908675
Date of previous inspection	Not applicable
Telephone number	01488 686843

Rainbows Pre School registered in 2016. It is open all year round, from 7.45am to 6pm on weekdays, excluding bank holidays and Christmas. An after-school provision is also provided for children who attend the local primary school. The pre-school is situated in John O'Gaunt School, Hungerford, Berkshire. The provider employs 25 staff to work directly with the children. Of these, 16 staff hold appropriate childcare qualifications at level 2 and 3. The provider accepts funding for the early education of children aged two, three and four years.

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