

Rainbow Pre-School

The Rainbow Room, Great & Little Shelford C of E Primary School, Church Street, Great Shelford, Cambridge CB22 5EL



Inspection date	15 November 2018
Previous inspection date	15 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The pre-school's management team is successful in driving improvement. Effective action has been taken to address the recommendations from the last inspection and improve the quality of the provision. An action plan for improvement is in place to bring about continuous progress to the quality of care, teaching and learning.
- Staff know the children well. They talk confidently about children's interests and where children are in their learning. They plan and provide activities to support children's continuing progress.
- Staff support children's speech and language development effectively. They engage children in conversation, ask questions to encourage them to think, and actively listen to what they have to say.
- Staff provide a welcoming and friendly learning environment where children feel secure and confident to express themselves. Children build close emotional attachments to their key person and other staff.
- Staff in the pre-school have a positive approach to diversity and support children to develop a positive sense of themselves. They help children to learn about the wider world beyond their own experiences.

It is not yet outstanding because:

- Staff do not consistently give parents frequent information about their child's day or the progress their child is making. Sometimes, they do not encourage parents to continue to share what they know about their child.
- Staff's interactions with children are not consistently high at times of transition between activities. The good quality of teaching and learning, evident during the session, is not maintained by all staff during these times.

What the setting needs to do to improve further

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

- explore further ways to promote an effective two-way flow of information with parents about their children's learning and development
- strengthen the organisation of the transition between routine activities so that children continue to enjoy a high standard of play, teaching and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school, records of children's learning and a selection of policies and other records.
- The inspector spoke to several parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

The manager organises the pre-school effectively. Staff are enthusiastic and motivated. They work well as a team to meet children's individual care and learning needs. Staff's professional development is supported well. Two staff are currently working towards an early years qualification. The manager carries out regular supervision meetings with staff that promote a culture of mutual support. Safeguarding is effective. Staff have a good awareness of the indicators of abuse and know how to report concerns. Strong partnerships have been established with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

Quality of teaching, learning and assessment is good

Staff observe children as they play and evaluate their observations well. This helps them to identify where children are in their learning and plan for their next steps. Staff support children in purposeful play. Children benefit from a lovely range of activities, indoors and outside, that promotes all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside are able to do so. Staff take opportunities to extend children's learning. For example, when children are playing with small-world digger trucks outdoors staff encourage them to use chalk on the playground floor to draw road markings. Staff talk to children about road safety. Children use beanbags to play hopscotch and confidently predict which number the beanbag is going to land on.

Personal development, behaviour and welfare are good

Staff implement the key-person system well. Each child has a named person to take responsibility for their daily well-being, plan for their learning and development. The key persons build friendly and trusting relationships with children and parents. Parents describe staff as 'friendly' and highly value their 'caring nature'. Children mostly separate from their main carer readily. Those who do not are supported sensitively by staff. Staff tailor settling-in procedures to the individual needs of each child and their family. Children respond positively to the high expectations from staff, who talk to children in a calm and gentle manner. Children develop good friendships with others. Staff help them to have regard for each other's needs and feelings and act as good role models. Staff support children with special educational needs and/or disabilities well. The staff member responsible for supporting these children is knowledgeable about their needs.

Outcomes for children are good

Children make good progress in their learning and develop the key skills needed to be ready for school. They are motivated learners who confidently lead their own play. Children manage their own self-care and hygiene needs. They take off their own shoes and socks to take part in the physical education session in the school hall and are encouraged to put them back on independently when they have finished. Children understand that print carries meaning and enjoy stories. They readily look at books independently. Children recognise their written name and some children are beginning to write their name by themselves.

Setting details

Unique reference number	221758
Local authority	Cambridgeshire
Inspection number	10059649
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	41
Name of registered person	Rainbow Playcentre Committee
Registered person unique reference number	RP910878
Date of previous inspection	15 May 2014
Telephone number	07985 216603

Rainbow Pre-School registered in 1983. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during school term times. Sessions are from 9am until 3pm for older pre-school children. Sessions for younger children, between the age of two and three years, are from 9am to 1pm. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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