

# Rainbow Pre-school Wickford



Memorial Park, Rettendon View, Wickford, Essex SS11 8JE

<b>Inspection date</b>	20 November 2018
Previous inspection date	12 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Partnership with parents is strong. They share a high regard for the whole staff team. Parents are spoken with every day, are kept informed about how their children are learning and have regular opportunities to contribute to their children's ongoing development.
- The experienced manager provides effective leadership and is committed to continuous improvement. She takes account of the views of staff, parents and other professionals to target areas for further development.
- The manager and her staff team are vigilant about children's safety and welfare. Robust risk assessments are implemented to ensure areas children have access to, indoors and outdoors, are safe and suitable.
- The key-person system is highly effective. Staff take time to get to know children and their families which helps to promote children's care and development. Staff are kind, caring and nurturing which helps children to be confident and settled.
- Staff help children to develop an understanding of simple rules and boundaries. Children quickly respond to phrases, such as, 'kind hands' and 'walking feet' and talk about these as they play.
- Staff have not explored all ways to promote opportunities for children to learn about people and communities beyond their immediate experience.

## What the setting needs to do to improve further

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

- use every opportunity to model and use language to enable every child to make even better progress in their spoken skills
- enhance the range of experiences that helps children to learn about their own community and that of others.

### Inspection activities

- The inspector held a meeting with the manager. She looked at relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Alexandra Brouder

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs and symptoms of abuse and of how to report any concerns regarding a child's welfare. Effective recruitment and vetting procedures are in place to ensure all those working with children are suitable. The manager and staff team continually assess and evaluate practice. They value parents' views and ensure they have opportunities to contribute to this process either through questionnaires or verbally. Parents are highly complimentary about the pre-school. They value the quality of care offered to their children and the positive relationships staff build with them. Staff benefit from regular supervision to build on their knowledge and skills. Regular training opportunities are offered to all staff to help develop and improve their practice and the outcomes for children.

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

Staff complete regular and precise assessments of children's learning. They use this information to effectively monitor children's progress and identify any gaps in their learning. Staff plan an interesting range of play opportunities linked to children's interests and next steps in learning. Children clearly enjoy their time in the pre-school. They engage in their chosen play for long periods of time, even from a young age. Children show good concentration and problem-solving skills. When building towers, they work out which bricks to use to successfully create a structure that doesn't fall. Staff help children to use numbers as they play, asking appropriate questions to help them work out what comes next. Children enjoy being creative and exploring their senses. When playing in the shaving foam they comment on how this feels and smells.

### Personal development, behaviour and welfare are good

Children have access to a stimulating play environment, indoors and outdoors. They show high levels of confidence as they happily say goodbye to their parents and carers, greet staff by name and settle well into their chosen play. Staff model polite behaviour and treat children with respect. Children behave well and they play happily alongside their friends. Staff work hard to help children settle at their own pace. They offer a gradual settling-in process and work with parents to gather information about the needs of their child. This helps children to adjust very well to their new environment. Children show good physical skills. They walk carefully across stepping stones, using their arms outstretched to balance. Children know to wash their hands before eating and enjoy healthy snacks. They learn how to keep safe and begin to manage risks appropriately. For example, they climb small steps to put their cups away after snack and clear away their toys to prevent tripping hazards.

### Outcomes for children are good

Children develop essential skills for their future and are well prepared for their move on to school. They make good progress given their starting points and capabilities. All children show good independence skills as they put on their own coats and shoes, pour their own drinks and develop good self-care skills. Children show good listening skills as they follow simple instructions and listen attentively during group sessions.

## Setting details

<b>Unique reference number</b>	402297
<b>Local authority</b>	Essex
<b>Inspection number</b>	10070298
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Rainbow Pre-school Wickford Committee
<b>Registered person unique reference number</b>	RP520645
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	01268 768100

Rainbow Pre-school Wickford registered in 1984 and is committee run. The pre-school employs 11 members of staff. The majority of staff have an appropriate childcare qualification at level 3, one member of staff has a level 2 and one has a level 5. The pre-school is open every weekday during term time. Sessions are from 9am until midday and 1pm until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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