

Ranikhet Rainbows Pre-School



Ranikhet Children's Centre, Spey Road, Tilehurst, Reading RG30 4ED

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| Inspection date | 7 June 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
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| 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

- Children settle well into the pre-school. They form close bonds with staff. This helps children to feel safe and secure. Staff are kind, nurturing and understanding of children's individual needs.
- Children have good opportunities to explore the natural environment. For example, they visit local woods for forest-school activities where they are eager to explore the interesting learning environment. All children are making good progress from their starting points.
- Staff help children learn to care for living creatures. For instance, they help children to learn about the life cycle of a chicken and to how to care for chicks, feeding and handling them.
- Staff support children with special educational needs and/or disabilities successfully. They ensure they forge effective links with other professionals to support children's welfare and all-round development.
- The manager and staff establish highly effective local partnerships. For example, pre-school children regularly make visits to a local residential care home. Children form friendships with the residents and these help to promote their communication and language skills. Furthermore, they learn about people and life in the wider community.
- Staff build firm relationships with parents from the start. During home visits, they offer good support and advice on any parenting issues raised. Staff provide tailored guidance to each parent to help them support their children's learning at home. Parents are complimentary about the quality of the pre-school provision.
- Staff do not consistently ask questions in the most effective way to encourage children to think creatively, solve problems and develop their own ideas.
- At times, staff do not help children understand the importance of healthy eating and the positive impact it can have on their health and well-being.

What the setting needs to do to improve further

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

- give children more time to lead and complete their own play so that they can make the most of every learning opportunity created
- provide more opportunities for children to learn about the importance of eating healthy foods to help support their physical well-being.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Hazel Farrant

Inspection findings

Effectiveness of leadership and management is good

The manager and her staff work effectively as a cohesive team. Regular supervision meetings and robust recruitment procedures contribute to children's safety. Appropriate recruitment and vetting procedures are in place to ensure that staff working with children are suitable to do so. Safeguarding is effective. The manager and staff are confident in their ability to recognise if a child is at risk of harm. They have a clear understanding of the procedures to follow if they have a concern about child's welfare. The manager supports staff effectively and positively encourages them to continue with professional development. Staff use the information they gain from training effectively to enhance the quality of the children's learning environment. For instance, they are in the process of changing resources from plastic to natural resources to increase children's curiosity in learning. The manager and staff regularly reflect on the quality of the pre-school and ask parents about their views as part of the process.

Quality of teaching, learning and assessment is good

Staff provide a good range of interesting activities to ignite children's imagination. They track children's development carefully to ensure they achieve to the best of their ability. Staff's accurate assessments of children's learning help them to plan challenging activities to meet children's individual needs. The manager takes time to monitor the progress of specific groups of children. This helps her to identify any gaps in teaching and to provide effective support for staff. Staff use a good range of teaching methods to support children's communication and language development, such as singing and reading stories.

Personal development, behaviour and welfare are good

Staff support children to settle at an activity when they arrive. They are flexible and respond well to the needs of both children and their parents. Children experience a good range of activities that support their physical and emotional well-being. Each day, children play outside in the fresh air and have plenty of opportunities for being energetic. They become independent from an early age. Children demonstrate this through confidently hanging their own coats up and putting on the waterproof clothing, ready for outdoor activities.

Outcomes for children are good

All children, including those receiving funding, make good progress from their starting points. Children enjoy circle time and are keen to talk about the weather and what they are looking forward to, during the session. They are developing good listening and attention skills. Children are developing skills to help keep themselves and others safe. This is demonstrated when children talk about when it is safe to cross the road and when it is not. Children splash in puddles, safely climb on fallen tree trunks and study the creatures they find in the woodlands. They enjoy participating in a range of stimulating experiences that enhance their curiosity and understanding of the world. Children behave well and are kind and considerate to each other. They are motivated to learn and gain the skills to be independent learners for their future learning and moving on to school.

Setting details

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| Unique reference number | EY536498 |
| Local authority | Reading |
| Inspection number | 10090256 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 3 |
| Total number of places | 8 |
| Number of children on roll | 17 |
| Name of registered person | Ranikhet Rainbows Pre-School Partnership |
| Registered person unique reference number | RP536497 |
| Date of previous inspection | Not applicable |
| Telephone number | 07853334220 |

Ranikhet registered in 2017 and operates from the children's centre at Ranikhet Academy School, in Tilehurst, Reading. The pre-school is in receipt of funding for the provision of free early education for two-year-old children. It runs two sessions on Monday to Friday, from 9am to midday and from 12.30pm to 3.30pm, during term time only. The manager and deputy work with the children and they both hold appropriate childcare qualifications at level 3.

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