

# The Rainbow - St. Stephen's Nursery School



The Cross, Church Road, Shottermill, Haslemere, Surrey GU27 1NS

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 6 June 2019   |
| Previous inspection date | 29 April 2016 |

| <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

- The manager works closely with the local schools to find out what skills children need for their next stage in learning. This helps staff provide a good level of support for children when they move on to school.
- Staff place a strong focus on promoting children's physical skills. For instance, children thoroughly enjoy learning taking part in 'Rainbow Olympics', as they learn about different sporting activities that help them keep their bodies strong.
- Staff have a good knowledge of how to plan for children's next steps in learning. Activities focus on children's individual interests and staff capture opportunities to build on what children know and can do well. All children make good progress from their starting points.
- Children develop good social skills. Staff implement clear behaviour boundaries and sensitively support children in learning about how to play cooperatively with each other. Children respond well to staff and learn how to value and respect the differing needs of their friends.
- Staff help children to feel part of the local community and build their understanding of the society they live in. For example, children take trips to the shops and the library, and visit the local museum to learn about the natural world.
- A few children who are in receipt of funding do not attend the nursery when they are expected to.
- Although there is continuous professional development for staff, it is not yet focused sharply enough on helping to enhance the quality of teaching to the highest levels.

## What the setting needs to do to improve further

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

- support all children's good progress by ensuring that parents understand the importance of good attendance and how this impacts on older children's learning
- target staff professional development more specifically to help provide outstanding learning outcomes for all children.

### 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 completed a joint observation with the manager.
- The inspector sampled a selection of the nursery policies, looked at evidence of the suitability of all staff and children's records, and discussed self-evaluation with the manager.
- The inspector spoke with staff and children at convenient times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.

**Inspector**  
Tara Naylor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to keep children safe. Staff complete regular training to understand their roles and responsibilities in promoting children's welfare. Staff know how to identify and report any children protection concerns, following their local procedures. Staff receive regular supervision meetings with their manager. This helps those staff who are new to their role to develop their good teaching skills. The manager and staff provide a safe environment for children to play and learn. For instance, robust risk assessments are used when children attend outings away from the setting. This helps to ensure that children's physical welfare is promoted effectively. The manager and staff complete regular self-evaluation to drive ongoing improvement. For instance, links with local schools enable staff to share 'school readiness' guidance with parents. This helps staff and parents to prepare children for their eventual move to school well.

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

Staff are qualified and experienced and use their good teaching skills to ensure children benefit from good learning experiences. For instance, staff help children learn about different sports and explain how they are played. Children enjoy pretending to take part in the 'long jump' and talk about how far and high they have jumped. Staff capture opportunities to introduce new language into older children's play. For instance, they explain that teachers who teach children about sports are sometimes called 'coaches'. Staff make accurate assessments of children progress, which are monitored effectively by the manager. Parents receive regular updates about their children's progress. This helps to keep them informed of their children's key achievements.

### Personal development, behaviour and welfare are good

Children develop good relationships with staff, who are kind, caring and sensitive to their needs. Younger children settle happily into the nursery and are confident in trying new activities. For instance, they learn how to use knives to butter fruit toast at snack time. Staff capture this opportunity to teach children how to use knives safely. This helps children to learn routines that promote their own physical well-being. Children are confident in managing things independently. For instance, children learn how to take off their coats and hang these on their pegs as they return from playing outside. They enjoy taking responsibility for tasks and relish opportunities to be independent.

### Outcomes for children are good

All children, including those who speak English as an additional language and those who are in receipt of additional funding, make good progress from their starting points. Older children gain good speaking and listening skills. They concentrate well in activities that interest them. For instance, they build towers and experiment with how they make structures taller, using different sized blocks. Younger children gain good social skills. For example, when playing on bicycles they wait for their friends to have a turn. Children develop good physical skills. For instance, they learn how to climb up steps to the playhouse, balance on low wooden beams and push themselves along on tricycles as they navigate around the playground.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY239381                           |
| <b>Local authority</b>                           | Surrey                             |
| <b>Inspection number</b>                         | 10073117                           |
| <b>Type of provision</b>                         | Childcare on non-domestic premises |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Full day care                      |
| <b>Age range of children</b>                     | 2 - 4                              |
| <b>Total number of places</b>                    | 28                                 |
| <b>Number of children on roll</b>                | 42                                 |
| <b>Name of registered person</b>                 | St Stephen`s PCC, Shottermill      |
| <b>Registered person unique reference number</b> | RP520816                           |
| <b>Date of previous inspection</b>               | 29 April 2016                      |
| <b>Telephone number</b>                          | 01428 656086                       |

The Rainbow - St. Stephen's Nursery School registered in 1997. It operates from a large room in St Stephen's church hall in Shottermill, Surrey. The setting is open five days a week during term time. Session times are from 9am to 3.30pm on Monday, Wednesday, Thursday and Friday. On Tuesday the setting is open from 9am to 11.45am. There are eight members of staff, six of whom hold an appropriate childcare qualification at level 3. The setting is in receipt of funding to provide free early years education sessions for children aged two, three and four years.

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