

Inspection of Rainbows Pre-School

Aveley Methodist Church, Shannon Way, Aveley, SOUTH OCKENDON, Essex RM15 4QX

Inspection date: 30 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children learn about growing older and discuss different professions. Staff provide them with fun and interesting activities around their ideas. For example, children say that when they grow up they would like to work in an ice cream shop. Staff create an ice cream parlour activity. Children pretend to have vanilla, strawberry and chocolate ice cream, made using play dough that they scoop into real ice cream cones. Children thoroughly enjoy digging up the dough with big metal spoons. They make ice cream sundaes in opaque blue mugs. They spend a long time absorbed in their learning.

Children have a great sense of excitement and anticipation. They crowd around staff who lift a large wooden tree trunk in the garden. Children delight in identifying the bugs and insects that it reveals. Staff teach children all about the spiders and woodlice they find. Children have the confidence to ask many questions. They count how many bugs they can find. Children learn to respect the environment as they gently place the bugs back when they finish counting them. Children feel safe and secure. They are curious and soak up new knowledge. They are able to explore the world around them with staff to guide them.

What does the early years setting do well and what does it need to do better?

- Managers are highly committed to staff development and career progression. They encourage staff to take on focused areas of expertise. Managers ensure that staff receive training that precisely supports these skills. Staff share new learning they acquire with the team at staff meetings. This enhances all staff's knowledge and practice. The team work closely together and provide each other with a strong support network. Staff are excellent role models to children. They are friendly and have very positive attitudes.
- Skilled staff incorporate interesting objects into activities that stimulate children's imaginations. Children are motivated to try new things and enjoy exploring new toys. For instance, they squeal with delight as they work out that a new toy washing machine has a washing and rinsing feature. Children find it fascinating that it makes life-like sounds and enthusiastically fill it with doll's clothes. They happily share and take turns with their friends.
- Partnerships with parents are strong. Parents are thrilled with the progress their children make. They appreciate the support they receive from staff. Parents feel listened to and are able to ask for advice at any time. They receive regular feedback on their children's progress. Staff work closely with parents to support learning at home.
- Settling-in procedures work well and are sensitive to children's individual needs. Staff include parents in every step towards helping children to feel confident. Children form strong bonds with their key person and make rapid progress right

from the start. Partnerships with outside agencies are strong. Children with special educational needs and/or disabilities are well cared for.

- Children are able to take risks while developing their physical skills. They take great delight in exploring the outside area. Staff give children warm encouragement to succeed in their endeavours. Children challenge themselves to jump from tree trunk to tree trunk. They balance carefully along wooden beams. Children are very proud of themselves when they succeed in completing an obstacle course.
- Children have very good manners. Staff help them to start to take individual responsibility for their self-care. For example, children blow their noses and wash their hands on their own. The youngest children quickly learn the routines. They are developing skills that allow them to do things independently. However, children's learning can be further extended through having opportunities to do more for themselves.
- Children are learning early mathematical concepts through all areas of play. They discuss how things are bigger and smaller. Older children are starting to add groups of numbers together.
- Staff introduce children to new words as they play. Staff intelligently use posters and flash cards relating to activities. Children are beginning to recognise words and letters. They sound-out words and identify letters correctly. Staff occasionally miss opportunities to provide children with a better understanding of the benefits of healthy eating and the effect this has on their bodies.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge and understanding of their role in identifying and addressing any concerns relating to safeguarding or wider child protection issues. They attend ongoing training to keep up to date and refresh their knowledge in staff meetings. Staff have cue cards that they can refer to quickly if they are alerted to any concerns. Staff carry out rigorous risk assessments daily and ensure that the premises are secure. Managers conduct safer recruitment procedures and check that staff remain suitable in their roles.

What does the setting need to do to improve?

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

- seek further opportunities to enhance children's understanding of the benefits of living healthy lifestyles
- strengthen children's learning further by exploring ways for them to get more involved in doing things for themselves.

Setting details

Unique reference number	EY457456
Local authority	Thurrock
Inspection number	10075350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	40
Name of registered person	Salmon, Emma Louise
Registered person unique reference number	RP515948
Telephone number	07557022821
Date of previous inspection	17 May 2016

Information about this early years setting

Rainbows Pre-School registered in 2012. The pre-school employs seven members of staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 4. The pre-school opens on Monday, Tuesday, Wednesday and Friday from 9am until 3pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The inspector had a walk with the managers through all areas of the pre-school and discussed how the curriculum is organised.
- A joint observation was carried out by the inspector and the deputy manager.
- The inspector spoke to parents during the inspection and took account of their views.
- A meeting was held between the inspector and the managers.
- The inspector looked at a sample of the relevant documents. She checked evidence of staff's qualifications and their suitability to work with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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