

Inspection of Rainow Pre-School

Rainow Institute, Stocks Lane, Rainow, Macclesfield, Cheshire SK10 5XR

Inspection date: 27 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from an extensive range of engaging and stimulating experiences which support their development. The leadership team and staff have developed an inspiring curriculum. Children continuously make choices in their play and staff follow their interests when planning what activities to offer. Children delight in sharing news about their recent experience of learning about emergency first aid. They confidently discuss what skills are needed to help others as they practise with mannequins in the role-play area.

Children's behaviour is exemplary. Staff are extremely positive role models who expertly support children to develop confidence and a highly positive sense of self-esteem. They gently encourage children to resolve any disagreements. Children show kindness and consideration to one another and talk about how they feel. They enjoy mindfulness sessions which help to develop an awareness of their own well-being and how to think calmly about their different emotions.

Children develop a rich and varied vocabulary. Staff take every opportunity to talk to children and support their language development through songs, stories, rhymes and discussion. Singing time is particularly enjoyable as staff animatedly use voices and actions as they sing traditional nursery rhymes throughout the day. Children listen attentively to stories and become completely absorbed, as they use props to help to bring the stories to life. Children are articulate talkers and clearly express their thoughts and ideas.

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

- Staff observe and assess what children know and can do on a regular basis. They use this information expertly to decide what children need to learn next. Staff monitor children's progress closely to ensure they are developing well across all areas. Any areas for development that are identified are planned for carefully and linked to children's interests.
- Staff talk to parents about children's interests at home. They incorporate these interests into the activities provided and the games they play. Parents describe the children's interest in watching the different birds in the garden. Staff build on this and organise a visit from the RSPB to talk to the children about the many species of birds and their habitats.
- Effective partnerships with parents are of paramount importance. Staff promote weekly 'mystery readers', when a surprise parent reads a story to all of the children at the end of the session. Parents are delighted with the service and comment on the supportive and very caring team. Ongoing parental feedback is sought through surveys and questionnaires. Comments are considered carefully when making improvements to the setting.

- Children have lots of opportunities to increase their knowledge of mathematics. For example, they confidently complete addition and subtraction sums, developing their reasoning skills and mathematical fluency. Staff expertly challenge children to investigate fun and exciting mathematical concepts, such as finding hidden objects around the room, counting them as a group and then discussing who has the most.
- Partnership working with the school is very impressive. Staff consider how to develop the skills and knowledge children need in readiness to continue with their learning in Reception class. Children are exceptionally well supported with the transition into school. For example, early phonics sessions and reading schemes are linked to school activities. Teachers visit the children during circle times to support their understanding of early literacy. Children become familiar with their new environment through regular visits to the school.
- Children are exceptionally well supported to help develop their physical skills as they play outdoors and go for regular walks to areas of interest. Children have lots of fun with the staff and benefit from their enthusiastic involvement in their play. They plant new bulbs for spring and take great pride in sharing news about what has previously grown in their garden. Children delight in making tracks with their scooters as they ride the wheels through puddles.
- The promotion of diversity and equality is woven into the fabric of the setting. Staff embrace the different backgrounds of all children. They encourage parents to consider how they teach their children about the wider world in which they live, through regular discussion about the differences between themselves and others.
- The manager supports staff development extremely well through highly effective mentoring systems. Regular training opportunities are provided, and staff are highly motivated to continue to develop their knowledge and skills. Staff well-being is given high priority and staff comment on the positive support they are given.

Safeguarding

The arrangements for safeguarding are effective.

Comprehensive policies and procedures are in place which are shared with parents. Staff demonstrate an excellent knowledge and understanding of the appropriate procedures to follow should they have concerns regarding a child's welfare. They have knowledge of wider safeguarding issues, including how to keep children safe online. They attend training and have regular discussions regarding safeguarding issues during staff meetings. This helps to keep their knowledge relevant and up to date. The pre-school is safe and suitable for children.

Setting details

Unique reference number	305262
Local authority	Cheshire East
Inspection number	10129239
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	32
Name of registered person	Rainow Pre-School Committee
Registered person unique reference number	RP526412
Telephone number	01625 574 069
Date of previous inspection	10 March 2016

Information about this early years setting

Rainow Pre-School registered in 1971. It is open Monday to Friday, during term time only, from 9.15am to 12.15pm. There are six members of staff working directly with the children. Of these, three have a qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kay Heaford

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact this has on children's learning.
- At appropriate times during the inspection the inspector spoke with the children and staff team.
- The views of parents were considered through verbal and written feedback.
- A meeting was held between the inspector and the manager. The manager looked at relevant documentation, such as the setting's self-evaluation and evidence of staff suitability, and qualifications and training.
- The inspector completed a tour of the premises and discussed the curriculum intent and the range of activities provided.

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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