

# Rainbow Pre School

Church Street, Great Shelford, Cambridge, Cambridgeshire, CB22 5EL

<b>Inspection date</b>	15/05/2014
Previous inspection date	10/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- A rich learning environment both indoors and outdoors, creates exciting opportunities for all children. This means that children are keen, enthusiastic, active learners. Their confidence levels are high, they give of their best and all make good progress.
- Strong, effective partnerships with parents, other professionals and the school directly benefit all children. Children are happy, settled and relaxed in a warm, nurturing environment and strong joint working practices ensure that individual needs are met and families are well supported.
- The manager is passionate about her role and works hard to build a strong, supportive team. All staff are enthusiastic and their skills are used effectively as they work cohesively for the benefit of all children.

### It is not yet outstanding because

- Although peer observations have been introduced the impact of this is in its early stages.
- Although small focussed group work takes place, there is scope to extend the use of these sessions by all staff, in order to increase the impact these times have on children's readiness for school.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector carried out a tour of the setting.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff, and children.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self evaluation action plan and a range of other documentation including risk assessments and policies.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector discussed with staff how they gain the views of parents.

## Inspector

Caroline Clarke

## Full report

### Information about the setting

Rainbow Pre School opened in 1983 and is on the Early Years Register. There are 69 children currently on roll. The preschool is run by a committee. It operates from a mobile classroom in the grounds of Great and Little Shelford Primary School, five days a week during school term times. Sessions are from 9am until 12pm. The preschool also operates sessions on Monday, Tuesday, Wednesday, Thursday and Friday afternoons from 12.30pm until 3pm. The preschool supports children with special educational needs and/or disabilities. Access is via a ramp. Children have access to a secure, enclosed outdoor play area. Five of the eight staff currently working with the children have early years qualifications. The preschool is a member of the Pre-School Learning Alliance and also receives support from the local authority.

### What the setting needs to do to improve further

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

- embed the use of peer observations to further enhance the already good teaching and good progress that children make
- develop the confidence of all staff in helping children to reach the very highest levels of attainment, for example, by increasing the use of small group times to hone children's skills in readiness for school.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff provide a broad range of interesting and challenging experiences for children that meet their individual needs well. They collect good quality learning and development information from parents when children first join the preschool. This is used effectively to inform assessments on entry and supports children's individual ages and stages of development. The quality of teaching is consistently good and staff are highly skilled in engaging children in activities that enable them to learn and make good progress. For example, at circle time, one child is asked to count the number of children at preschool. She counts accurately up to 22 and is very proud of her achievement. As a result, children enhance their early number skills and develop positive dispositions for learning. Staff support all children very well as they play. They sit alongside them at their level and help and encourage children in their activities, letting children lead. This enables children to play and explore their environment. As a result, children are happy and engaged in activities for prolonged periods of time.

Staff are highly skilled in developing children's communication and language skills. They

model language well and provide a rich vocabulary that stimulates purposeful discussion. For example, they ask children 'Where is the pirate?' and children reply 'My pirate is walking the plank.' Children comment 'My pirate is in the crow's nest' and staff extend their thinking by asking 'Why do they have a crow's nest on a pirate ship?' Teaching is rooted in a good knowledge that allows children to develop their expressive language and thinking skills and gives children confidence to lead and direct their own play. The manager and her staff team have effectively improved provision for children by relocating to new premises. This has enabled them to create well resourced, colourful, rich learning spaces indoors and outdoors. For example, in the outdoor learning space a mud kitchen has been created. Utensils are neatly stored on hooks at child height and there are baskets of pebbles and small logs. This widens children's knowledge of the natural world and extends their exploration and investigation skills. Indoors, a stimulating carpet area is set up with cushions, a rug and books to read. Children develop early reading skills as they listen attentively to stories. For example, a member of staff uses different voices and intonation when she reads a story to the children and they eagerly join in with some of the words. A local illustrator visits the setting and engages the children in drawing and storytelling. This enriching experience helps children to listen with increasing attention, show interest in illustrations and print in books and fosters a love of books. Children are provided with a wide range of experiences to develop their physical skills. They really enjoy printing, painting, constructing, using tools in the role play area, balancing across a wooden bridge, climbing and going down the slide. Staff model movements and support children, if required, by holding their hands to develop their confidence. As a result, children make good progress in their physical development, based on their starting points. Overall, children do gain a wide range of skills necessary for their next stage in their learning, including school, when the time comes. However, although small focussed group work takes place, there is scope to extend the use of these sessions by all staff, in order to increase the impact these particular times have on children's readiness for school.

Children have 'special books' that contain detailed information about their progress towards the early learning goals. This includes information collected from the parents on entry to the setting, examples of children's work, photographs and observations. Each child's progress against the seven areas of learning and development is clearly tracked against age-related expectations. Staff also record an achievement summary for each child every few weeks against each learning area. Observations are used very effectively by staff to plan next steps in learning. Parents talk with enthusiasm about the 'special books' and enjoy sharing them and contributing ideas from home. This means that there is shared knowledge about children and a detailed picture of each child's learning and development is obtained.

### **The contribution of the early years provision to the well-being of children**

Staff are effective in supporting children's emotional and physical well-being. A key person system is well established. This ensures that all children, especially those in need of additional support, make secure emotional attachments. All children are confident, happy learners and settle quickly to their activities mixing well with the other children. A stimulating environment is provided both indoors and outside. Resources are accessible to children, clearly labelled and encourage children to make independent choices.

Independence is also promoted at snack time, when children wash their own hands, pour their own drinks and clear away after themselves. Children have daily opportunities to run about in the fresh air in order to promote their physical well-being. For example, a member of staff leads an exercise session on the school playground where the children enthusiastically practise being aeroplanes, trains and tortoises using vocabulary to talk about the different types of movement. Staff promote children's awareness of healthy lifestyles by talking about the fruits shared at snack time and encouraging the children to drink water or milk.

Highly effective settling-in procedures are in place and children are very well supported emotionally. Parents describe the nurturing, caring environment and empathy of the staff as key strengths of the preschool. One parent states 'Every child is treated as an individual.' Children are equally well supported emotionally when they leave the preschool and move into local schools. One parent describes this process as 'a seamless transition.' Very strong and effective partnership working takes place between the Reception teacher at the school and the preschool manager. This results in children being confident and prepared for the next stage in their learning. For example, on the advice of the Reception teacher, the preschool staff play dressing up games with the children to practise the skills of doing up buttons and zips to ensure they can dress independently at school.

All staff demonstrate a good understanding of safeguarding. They know the signs to look for and how to record and pass on information if required. Children demonstrate safe practices as they play, for example, looking out for other children around them as they use the climbing frame and slide. Staff encourage children to grow in confidence by taking risks within a safe environment. For example, they climb on a stack of tyres by holding onto the fence for support, balance across a wooden bridge and hold an adult's hand for support as they do so. Children co-operate well with each other and know what acceptable behaviour looks like in the preschool. This is because systems are in place and all staff are consistent in their approach towards positive behaviour management. For example, children are praised for good behaviour and a timer is used on occasions when children fail to follow instructions.

### **The effectiveness of the leadership and management of the early years provision**

The manager and her staff team create a high quality preschool that is welcoming, stimulating and safe. The manager ensures that all staff are aware of, and follow policies and procedures in relation to safeguarding and receive the necessary training and checks. Children are supervised at all times and correct adult to child ratios are adhered to. Induction arrangements are in place for staff and ongoing staff development is encouraged. Training opportunities have a positive impact on staff's knowledge. For example, staff have all received Makaton training. This has enabled them to enhance their understanding and to be best placed to meet the communication needs of children with special educational needs and/or disabilities. The manager evaluates the quality of practice and provision taking into account the views of staff, children and parents. She has identified areas for development through questionnaires to parents and the formulation of an action plan. The manager is fully committed to creating, maintaining and improving the

preschool so that it meets the highest standards and offers the best experience for children.

The manager leads an experienced staff team. All staff use their skills and expertise well to support the learning and development of all children, regardless of their age or ability. Staff feel supported by the manager and are helped to improve their knowledge, understanding and skills. Peer observations have been introduced to give staff the opportunity to reflect on each other's practice and to drive forward improvements in the already good quality of teaching across the preschool. However, this system is yet to be embedded in order to raise children's attainment to the very highest levels. The manager has a good understanding of her role in the monitoring of the delivery of educational programmes and has a good overview of the continuous provision for children in the indoor and outdoor learning environments. Observation, assessment and planning documentation is monitored to make sure that it is consistent and provides an accurate summary of children's abilities and progress. Good staff communication ensures that children's individual needs are quickly identified and well met through strong partnerships between the preschool, parents and external agencies. Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. The management committee produce regular newsletters for parents and have plans to set up their own website. Good use is made of information provided by external agencies. For example, reports from health professionals are used to plan individual targets for pupils with special educational needs and/or disabilities. The manager and her staff team share detailed information regarding children's needs, abilities and progress with other providers. This supports continuity of care and learning for all children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	221758
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	865961
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Rainbow Pre-School Committee
<b>Date of previous inspection</b>	10/02/2010
<b>Telephone number</b>	07985 216603

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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