

Rainbow's End - Ingoldmells Pre-School

Ingoldmells Academy, Simpson Court, Ingoldmells, SKEGNESS, Lincolnshire, PE25
1PS



Inspection date	7 March 2017
Previous inspection date	12 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 has a good overview of the progress individual and groups of children make. She ensures that gaps in learning are quickly identified and addressed to help children make good progress from their starting points.
- The manager and staff work well with the schools that children move on to. They take children to use their facilities, so they become familiar with the new environment.
- Staff plan a varied and interesting range of experiences, stimulating children's learning. They differentiate group times according to the ages of the children. This helps children to be engaged in the right level of learning, appropriate for their age.
- Staff promote children's independence well. Children help to prepare fruit for snack time and wash their plates afterwards.

It is not yet outstanding because:

- Although staff attend training and demonstrate good levels of knowledge and skill, their professional development is not focused sharply enough on raising the quality of teaching to an exceptional level, so children achieve as much as possible in their learning.
- Staff do not involve parents as much as possible in assessing the starting points for children's learning. They do not ask them to share information about what their child already knows and can do.

What the setting needs to do to improve further

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

- enhance arrangements for professional development to help raise the quality of teaching to an exceptional level, in order to secure the highest level of achievement for children
- involve parents more fully in the assessments of the starting points for children's learning.

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 during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and area manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager has effective self-evaluation systems in place to reflect accurately on practice. Information received from parents and staff helps her to identify areas to develop. The recruitment process for new staff is robust in helping ensure their suitability to work with children. They are supported well in their roles. The manager helps staff further through supervision meetings. She discusses with key persons how they can help to close any gaps in their key children's learning. Arrangements for safeguarding are effective. The management team places a high priority on the safety of children. Staff understand their responsibility to protect children from harm. The manager works well in partnership with other agencies to promote children's safety and welfare.

Quality of teaching, learning and assessment is good

Staff support children's developing language skills effectively. They readily chat to them and encourage children to join in with familiar rhymes and songs. Staff use observations effectively to help them identify children's next steps in learning. They share this information with parents, to keep them well informed of their children's progress and help them guide their learning at home. Additional funding is used effectively and in consultation with parents to help close any gaps in children's learning. Staff help children to develop their understanding of technology. They ask children if they can remember how to switch on toys and music players. Staff encourage children to share and take turns. They listen to action songs with children and demonstrate different physical movements for children to copy. Children develop good listening skills and follow instructions. Staff weave mathematical language into children's play. They ask children to count the number of skittles they have knocked over and help children to solve problems in their play.

Personal development, behaviour and welfare are good

Children have well-established relationship with staff. Their emotional well-being is promoted well. Staff regularly discuss the rules of the pre-school with children to help them understand how to keep themselves safe. Children say, 'we might fall over' when asked what could happen if they run inside. Staff record children's acts of kindness and share these with everyone at the end of the session. This helps to raise children's self-esteem and promotes positive behaviour. Staff help children to develop their understanding of healthy eating. Together, they plant and grow vegetables in the garden and use these to make soup. Staff provide children with real vegetables to use in their role play.

Outcomes for children are good

Children think for themselves and make decisions about their play. They are confident to talk to staff about their interests. Children learn key skills in readiness for their move on to school. Older children develop their early writing skills as they make marks on paper. They confidently talk to staff about what they have drawn. Children enjoy being physically active outdoors. All children, including those in receipt of funding, make good progress.

Setting details

Unique reference number	EY277837
Local authority	Lincolnshire
Inspection number	1064528
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	29
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	12 November 2013
Telephone number	01754 871835

Rainbow's End - Ingoldmells Pre-School was registered in 2004. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens during term time only. Sessions are Monday to Thursday from 9am until 3pm and Friday from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

