

Rainbow Pre-School

Westerhope Primary School, Hillhead Road, NEWCASTLE UPON TYNE NE5 1NE



Inspection date	25 April 2019
Previous inspection date	19 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team demonstrates a dedicated commitment to making improvements and it seeks the views of staff, parents and children. It routinely reviews its provision and sets clear targets to make positive changes for the benefit of children.
- The pre-school is extremely welcoming and inclusive. Staff offer an abundance of praise and encouragement to children to help them to develop a positive approach to learning.
- Staff complete thorough risk assessments to ensure that they provide a safe environment. Effective procedures are in place to closely monitor access into the pre-school. External doors are kept locked and parents and visitors are individually welcomed into the pre-school.
- Staff regularly assess the level of children's skills, knowledge and understanding. They use accurate assessments of children's development to plan effectively, overall, to build on children's interests and skills. Staff make good use of additional funding to help all groups of children achieve well. This helps all children to make good progress.
- Parents are very complimentary of the pre-school and value the supportive relationships they have with staff.
- The management team recognises the benefits of working with other professionals to ensure a consistent approach to children's care and learning. This helps to address gaps in children's learning and supports children to achieve well-planned targets.
- Staff are provided with supervisory meetings and are encouraged to undertake training. This helps them to extend their knowledge of how to keep children safe and how to be more effective at supporting children's learning and development.
- Information is not gathered about children's abilities on entry to the pre-school to enable more-detailed planning for their learning and development from the beginning.

What the setting needs to do to improve further

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

- gather more information about children's prior learning and experiences on entry to the pre-school to help staff plan more precisely and to provide opportunities for children to achieve at the highest levels.

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 of an activity with the manager of the pre-school.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Denise Charge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extreme views. The manager follows effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. Staff receive a detailed induction process to help them become familiar with the pre-school's policies and procedures. The pre-school makes strong links with other early years settings that children also attend and to support children's smooth transition to school.

Quality of teaching, learning and assessment is good

Staff are very effective in the ways they engage with children as they play and are skilled at helping children to develop their own ideas. For instance, as children construct models out of boxes, staff encourage them to think of ways to fasten their boxes together. Children's communication and language skills are well supported. Staff speak clearly and give children time to respond. They use the correct pronunciation when they talk to children. Staff introduce new words into children's vocabulary. For instance, when reading stories about owls, staff talk about owls as being 'nocturnal'. Children have a wealth of opportunities to develop their mark-making skills. As they use chalks to draw different shapes, they animatedly tell adults and other children what their marks mean.

Personal development, behaviour and welfare are outstanding

Children thrive in this stimulating and welcoming environment. They develop very strong bonds with staff and clearly relish the time they spend in the pre-school. For instance, children come dashing in, hurriedly removing their coats, excited for their learning to begin. Children show exceptionally high levels of confidence and self-assurance. They are enthusiastic and demonstrate a 'can-do' attitude to learning. For instance, as children use brushes to sweep water, they notice they are making bubbles. This encourages children to brush more vigorously, laughing with delight as they create more and more bubbles. Children with identified needs benefit from exceptional targeted one-to-one intervention, which helps them to become increasingly confident and motivated learners. Children's behaviour is exemplary. Children are especially skilled at sharing and show a clear understanding of the need to respect others. When children join in other children's play, they are warmly welcomed and encouraged to share the resources.

Outcomes for children are good

All children make good progress from their starting points. They show high levels of independence as they eagerly put on their coats before going outside. Staff skilfully support the development of children's early mathematical skills. For instance, they use snack time to encourage children to practise their counting. Children learn a wide range of skills that help them prepare for their future learning and for school.

Setting details

Unique reference number	EY439935
Local authority	Newcastle upon Tyne
Inspection number	10064903
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	60
Name of registered person	Rainbow Pre-School Community Interest Company
Registered person unique reference number	RP910790
Date of previous inspection	19 April 2016
Telephone number	01912645994

Rainbow Pre-School registered in 2011 and is located in Westerhope Primary School, Newcastle upon Tyne. It employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The pre-school opens during term time only from 8.30am until 3.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

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