

# Rainbow Kabin Pre-School



THE KABIN GARFORTH STREET CHADDERTON, OLDHAM, GREATER MANCHESTER OL9 6NN

<b>Inspection date</b>	1 July 2019
Previous inspection date	10 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 and her staff involve parents in their children's learning. For example, children are excited to complete weekly 'homework' activities with their parents. This means parents can contribute to their children's development and next steps.
- The manager is a strong leader. She shares her knowledge with her staff to ensure safeguarding is robust. Therefore, any concerns are quickly identified and referred to appropriate outside agencies. This means children are well protected.
- Staff have high expectations for all children. They skilfully extend children's learning opportunities. For example, children delight in matching farm animals with pictures in a book. They point out similarities and differences. This helps to build their understanding of the world.
- Children enjoy learning self-care skills. They ask to wash their hands before eating and after playing in sand. Children embrace the focus on independence. They smile as they successfully find their own seats and coat pegs, and pour their own drinks. This helps to prepare them for the transition to school.
- Staff promote mathematical development during children's play. For example, when exploring with transport toys, children count out loud to 10. Staff support children to find patterns, colours and shapes on the wings of the airplanes.
- The manager has a robust system for supervision. She regularly monitors her staff, and sources targeted training. For example, staff have recently completed training on outdoor learning. This ensures teaching is consistently good.
- Children learn new words rapidly. They repeat after staff when exploring the water tray, delighted to practise words like 'octopus' and 'dolphin'. However, staff do not always use the correct names for animals. This can cause confusion as children build their vocabulary.

## What the setting needs to do to improve further

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

- ensure that staff use the correct terminology when speaking to children in order to further support communication and language development.

### Inspection activities

- The inspector viewed documents relating to safer recruitment as well as policies and procedures.
- The inspector observed the quality of teaching both indoors and outdoors.
- The inspector took into account written and verbal feedback from parents.
- The inspector held discussions with the manager as well as staff members.
- The inspector conducted a joint observation with the manager.

#### Inspector

Shauneen Wainwright

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff demonstrate good safeguarding knowledge. They know what actions to take if they are concerned about the welfare of a child. The manager ensures that staff training is up to date and incorporates the needs of the area. The manager seeks feedback from parents and uses this to improve. For example, parents requested more information on their children's development. The manager responded by organising a parents' evening each term. The manager uses additional funding thoughtfully to target children's individual needs. For example, staff have completed specialised training to support children with delays in speech and language. Therefore, all children make progress from their starting points.

### Quality of teaching, learning and assessment is good

Teaching is consistently good. Staff understand how to adapt activities to meet the individual needs of children. For example, in the sand tray, older children learn about size, while younger children discover colours. Staff skilfully introduce literacy during activities. For instance, children listen carefully and sound out letters during story time outdoors. This helps to develop their early reading skills. Staff know their key children well and assess their progress regularly. They use this information to create individualised planning that suits the interests of each child. Therefore, children enjoy working towards their next steps in development.

### Personal development, behaviour and welfare are good

There is a strong ethos of British values in this pre-school. Children learn to be kind and respectful to each other as staff role model positive relationships. For example, staff offer praise and show genuine concern for one another. This helps to teach children how to be compassionate to others. Staff encourage children to be independent. This helps children to develop self-care skills and understand the importance of hygiene. For example, children pretend to wash their hands in the toy sink, before preparing food for the dolls. Children form warm attachments in this welcoming environment. They seek reassurance from familiar adults. For instance, children are apprehensive to investigate a spider for the first time. They gain further confidence with their key person close by to offer support and reassurance.

### Outcomes for children are good

The manager has formed strong relationships with local schools. She organises for teachers to visit children at the pre school. Children enjoy trying on their new school uniforms and meeting their teachers. This helps to emotionally prepare them for the transition to school. All children make steady progress. This includes children with special educational needs and/or disabilities. Where gaps are identified, the manager and her staff set targeted goals. This helps children with delays to advance, particularly in communication and language.

## Setting details

<b>Unique reference number</b>	301041
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10060142
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Rainbow Kabin Pre-School Committee
<b>Registered person unique reference number</b>	RP527861
<b>Date of previous inspection</b>	10 June 2015
<b>Telephone number</b>	07901985767

Rainbow Kabin Pre-School opened in 1982. It is open Monday to Friday from 9am to midday and 12.45pm to 3.45pm, during term time only. The pre-school employs six members of staff, all of whom hold appropriate early years qualifications.

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