

Rainbow Pre-School (Aylesbury)

Aylesbury & District Sports Club, Wendover Road, AYLESBURY,
Buckinghamshire HP21 9NJ



Inspection date	30 October 2018
Previous inspection date	2 July 2015

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Children are very keen and curious learners. Staff consider and use children's individual interests when planning activities. Children enjoy stimulating indoor activities and are motivated by the interesting outdoor play opportunities available.
- Since the last inspection, the staff have made changes to help encourage children to share their own ideas and broaden their opportunities to be creative.
- Partnerships with parents are strong. Information is regularly shared with parents about their children's progress, along with ideas of how they can support this learning at home. Parents speak highly about the welcoming staff, the care provided and the good progress children make in their learning.
- The pre-school's self-evaluation process involves the views of children, parents and staff. Areas for future development are clearly identified and acted on.
- The manager and staff carefully track the progress of individual and different groups of children. This helps staff to identify and plan successfully for closing any gaps in children's learning.

It is not yet outstanding because:

- The manager does not consistently make the most of opportunities to help staff to raise the existing good standard of teaching.
- Staff do not make the most of opportunities to develop strong and consistent links with all local schools children go on to attend, to support further a shared approach to children's learning.

What the setting needs to do to improve further

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

- explore ways to build on the existing good quality of teaching to raise outcomes for children's learning even further
- develop strong and consistent links with local schools to help support a shared approach to children's learning.

Inspection activities

- The inspector observed activities in the play hall and garden.
- The inspector held discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, monitoring systems, self-evaluation documentation, and a selection of policies and children's records.

Inspector

Kim Mundy

Inspection findings

Effectiveness of leadership and management is good

The pre-school provision is well led and managed. Safeguarding is effective. The manager and staff have a good understanding of the procedures to follow should they have concerns about children's welfare. Effective recruitment and induction procedures help new staff gain secure knowledge of their role and responsibility. Overall, staff have good opportunities to develop their professional skills. For example, they attend staff meetings, yearly appraisals and training. Staff carry out thorough risk assessments to identify and address potential hazards, and help children learn about their own personal safety. For example, children know how to use scissors and hammers safely.

Quality of teaching, learning and assessment is good

Staff provide a positive start for children's learning. They value information from parents about what their children already know and can do, to help them identify children's starting points. Staff place a strong emphasis on observing and assessing children's progress to help them plan for their future learning. Children make good progress in their communication, language and literacy. Staff model language clearly and use effective questioning to help children develop a good vocabulary, explore their ideas and provide challenge. Children see plenty of examples of text around the play environment. Staff model writing and children practise making marks for a purpose, such as shopping lists. Children extend their ideas as they experiment and discover. For example, they mix coloured dough together to see what colour they create, and explore the properties of magnets.

Personal development, behaviour and welfare are good

Children are happy and settled. The key-person system is used very effectively and staff know the children extremely well. They help children to understand the importance of respecting one another and to learn right from wrong. Children play well together and make special friendships. They confidently share their achievements and respond well to praise and encouragement, which successfully boosts their self-esteem. Children develop good independence skills, for example, they confidently dress themselves, pour drinks and make choices about their play. Children enjoy nutritious snacks and talk about food that is good for them. They develop good physical skills, for example, they ride and steer tricycles, and balance on stepping stones.

Outcomes for children are good

All children make good progress from their different starting points. They learn about letters and sounds, and hold a pencil comfortably to practise their early writing skills. Children confidently use technology. For example, they complete educational programs on the computer, and use the scanner on the play cash till during role-playing shops. Children learn to count, name colours and shapes, and explore measurement. They gain good practical skills in preparation for the next stage in their learning and eventual move to school.

Setting details

Unique reference number	140878
Local authority	Buckinghamshire
Inspection number	10061995
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	26
Name of registered person	Rainbow Pre-School (Aylesbury)
Registered person unique reference number	RP517679
Date of previous inspection	2 July 2015
Telephone number	07941 820 325

Rainbow Pre-School (Aylesbury) registered 1992 and is open Monday to Friday during term time only, from 9.15am until 12.15pm. It offers a lunch club on Monday, Tuesday and Wednesday from 12.15pm to 1.15pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It is also in receipt of funding for the early years pupil premium. The provider employs seven staff and, of these, five hold relevant qualifications between level 2 and level 5.

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