

Over the Rainbow Playschool

Holbrook Community Centre, Holbrook School Lane, Horsham, West Sussex, RH12
5PP



Inspection date	11 May 2017
Previous inspection date	5 June 2015

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

- Staff build effectively on children's strong mathematical skills. For example, children enjoy measuring each other and comparing their heights with adults.
- Children settle quickly and easily in the care of kind and supportive staff. They show a strong sense of confidence and belonging.
- Staff carefully observe and assess children's progress. They competently identify learning priorities and interact effectively with children to extend their learning. Staff ensure that all children make good progress from their starting points in learning.
- Staff form strong partnerships with parents and other settings that contribute to continuity in children's care and learning.
- The manager effectively monitors children's progress and makes sure any emerging gaps in learning are quickly addressed. She successfully evaluates the use of the environment and makes adaptations that help ensure children's changing needs are met well.

It is not yet outstanding because:

- Sometimes, the organisation of daily routines does not give children the time they need to follow their interests and develop their play fully without interruption.
- The manager does not consistently build on the good staff development opportunities in place, to take teaching to a higher level.

What the setting needs to do to improve further

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

- revise changes to routines of the day to help ensure children have the time they need to follow their interests with as little disruption as possible, to help them sustain their concentration fully
- extend further the ways of supporting staff development to raise the quality of teaching to an even higher standard.

Inspection activities

- The inspector observed children's activities indoors and in the outdoor area.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and members of staff.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector sampled children's learning records and other relevant documentation.

Inspector

Alison Weaver

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager implements rigorous recruitment procedures that help ensure staff are suitable to work with children. She ensures that all staff have an up-to-date knowledge of safeguarding procedures. Staff give priority to keeping children safe, for example, by carrying out thorough daily safety checks. Staff use training to improve their knowledge well overall. For example, they used learning linked to communication and language development, to plan well and help less confident children gain confidence in speaking in small groups. The manager makes good use of funding to improve outcomes for individual children.

Quality of teaching, learning and assessment is good

Staff provide plenty of interesting and challenging resources for children to choose from. They actively encourage children's curiosity and give them opportunities to investigate. For example, children spent a long time engrossed in watching ants outdoors. Staff joined them and skilfully extended the discussion about ants, building on children's knowledge and strong language skills. Staff have good teaching skills and make effective use of planned activities to extend children's learning. For example, when making dough, staff reinforced children's awareness of numbers and counting well. Children took turns putting in the correct number of spoons of flour and salt.

Personal development, behaviour and welfare are good

Children form strong emotional bonds with adults and show they feel secure. They form friendships and enjoy playing with others. For example, children were happily working together to fix a train track for their trains. They willingly take turns and share resources. Staff actively teach children how to stay safe. For example, when making dough, staff and children had a discussion about why they needed to be careful with hot water. Staff reinforce children's understanding of healthy lifestyles successfully. For example, they teach children what foods are good to eat and the importance of wearing hats on a sunny day.

Outcomes for children are good

Children are well prepared for the move on to school. They are confident around adults and initiate conversations with them. Children listen well, for example, during story times. They manage their own needs, such as choosing snacks and dressing themselves. Children take on responsibilities and do simple tasks for adults, for example, when they are the star of the day. They have good manners and show concern for others. Children learn to manage their feelings appropriately and negotiate well when there is a dispute.

Setting details

Unique reference number	EY398273
Local authority	West Sussex
Inspection number	1094016
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	42
Name of registered person	Elizabeth Rose Pratt
Registered person unique reference number	RP904291
Date of previous inspection	5 June 2015
Telephone number	07827 372 960

Over the Rainbow Playschool registered in 2009. It operates from Holbrook Community Centre in Horsham, West Sussex. The setting opens from 9am to 2.45pm on Mondays to Thursdays; and 9am to 1pm on Fridays, during term times only. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting employs six staff. Of these, two staff, including the manager, hold appropriate early years qualifications at level 4. There are two staff who have a qualification at level 3.

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