

Self Evaluation Form: updated June 2015

Your setting:

Rainbow's End Pre-school is a community based setting in a rural village. It is a charitable organisation which is represented by parents through a committee who form the managerial part of the pre-school on a medium to long-term basis.

We are open five days a week from 9.15am-12.15pm with 3 afternoon sessions till 2.45pm on Mondays, Tuesdays and Thursdays.

The day to day running of the pre-school is made by the manager and/or deputy manager along with other staff members forming a happy team. The manager reports to the committee on a regular basis and meetings are held as and when is necessary. Staff meetings are held on a weekly basis.

There are currently 9 members of staff which includes 1 admin staff. Of the 8 that work directly with the children, 5 are trained to the equivalent of NVQ level 3 or above. All staff are first aid trained.

The pre-school has children aged from two to four years old. We are able to take a maximum of 34 children a day and currently have 47 children on the register. The pre-school is currently very popular and we therefore have the need to facilitate a waiting list for sessions.

A majority of the children are white, British but we have had children of different cultures and ethnic backgrounds with differing first languages as well as children requiring special needs with and without professional bodies assisting as and when necessary.

Our building is a village hall, which was built in 1914. The pre-school uses the main hall and a focus room on a daily basis as well as a recently refurbished garden area. We have footpath access to a large recreation ground, which we use regularly. The building is suitable for disabled access with one disabled toilet. There is a ramp down to the garden and the only area that has limited access is the stage, which we use for special events at Christmas and Easter. Staff make sure that everyone has an equal opportunity to take part in these events.

The village hall is close to an Infant School and two churches all of which we have close links.

Our pre-school mission statement is "At Rainbow's we offer your child the opportunity to learn and explore, in all areas of the curriculum, to enable your child to have the best possible foundations for their future."

Since the introduction of the Early Years Foundation Stage and the recent update we have adapted our practices including a reorganisation of how we plan, observe and assess the children. This change has increased staff awareness of their key children's progress and helps us all to evaluate the provision and raise our planning to suit the needs and interests of the children. Improvements such as this have been aided by recent training among staff including NVQ level 3, foundation degree in Early Years and an EYPS.

Our pre-school has participated in an ECCERS inspection, which we used to improve our learning environment.

Views of those who use your setting and those who work with you:

Every child has different interests and develops at varying degrees. Because of this staff are constantly observing and listening to the children and note down their interests in collaboration with parents and carers so that planning can be adapted to suit their needs and build on their current knowledge. This is coordinated at weekly meetings where children's needs and interests are discussed. Every child is important to us and we do our best for their continuing development. We encourage children to be aware of their likes and dislikes as well as of their achievements as we have found this to boost their self-esteem and sense of self. Children enjoy taking pictures of their favourite toys and activities to share on our display board. Staff use this to evaluate which activities are being accessed by whom and plan any layout or resource improvements. Staff also

use small group circle time to come up with a 'code of conduct' that the children can understand, this is also a good opportunity for children to talk about feelings and experiences.

The parents at the pre-school are mainly working families and as such we are essential to their childcare needs. Each child is very important to its parents and this is very much a priority to all staff. We therefore like to have an open door policy so that no parent or carer feels that they cannot approach us for assistance or information. We ensure that staff are available at drop off and pick up times to talk to parents and to welcome children.

We encourage parents to become involved in the parent committee and the majority of parents are actively involved in some way be it as an officer, fundraising committee, volunteering at special events or helping us with library duty. This ensures that parents have regular opportunities to contribute to the continuing improvement of the pre-school by expressing their views and using their individual skills and knowledge. As well as the day to day interactions with parents and carers we have three coffee mornings each year where we invite parents and children to meet with staff to discuss the children's progress and share the progress files and evidence that we have collected. This is a great opportunity for parents to express their views and staff find it very useful to find out what parents and children have especially enjoyed or have found difficult. We have also recently introduced a new online monitoring system which notifies parents when their key person has made an observation. Parents can then follow their progress and add their own observations to the profile.

Staff have access to an action plan and wish list board which can be added to at any time should something be discussed at drop off/pickup time.

Sometimes we have occasion to ask parents to fill in a questionnaire. A previous questionnaire we carried out was regarding fees and invoicing in order to find out what parents would find easiest and most efficient.

The most recent questionnaire was carried out in May 2013 and results and responses can be viewed on our website.

In response to a recent questionnaire we are piloting an evening parents meeting to accommodate working parents. In addition to this we have recently introduced a 'stay and play' scheme for parents to experience a morning at the setting. So far we have found that parents have learnt a great deal about how we observe and plan for individual children in line with the EYFS.

Staff have the opportunity to express their views at weekly staff meetings and termly evening staff meetings. Staff also use the action plan and wish list board to jot down ideas which are then discussed at the next meeting. If confidential, the office is available to talk privately with the manager and staff have appraisals annually as well as 12 weekly supervision meetings.

Parents have daily access to a parent feedback book or secret suggestion box. Our facebook page also gives us useful feedback from parents in relation to extra activities we put on.

Staff carry out regular area audits to ensure that children are engaging and accessing the continuous provision we provide. In June 2015 we requested an ECERS audit which has helped us as a team to identify what we do well and what we can do to improve our environment. For example our action plan includes the introduction of a softly furnished secret area for our younger children to sit in the garden, the intention of this being to promote talk and making relationships.

The manager has also recently undertaken training in delivering peer observation and this is something we hope to introduce in the next few terms as a way of improving practice and assuring good quality interactions with the children.

Quality of Provision

How well the early years provision meets the needs of the range of children who attend:

We record children's progress in the three prime areas and four specific areas of learning and development as outlined by the Early Years Foundation Stage. We do this by carrying out ongoing observations evidenced by notes, photographs and children's work. Occasionally staff will find it appropriate to carry out a more formal observation such as a narrative or timed observation. This

provides staff with a basis to help individual children achieve good outcomes as from these observations they are able to plan for a stimulating environment for children including resources, activities and staff deployment. We share our observations and children's learning and development requirements at a weekly staff meeting. This works well because we are able to group children who have similar needs and interests and therefore able to extend their knowledge and experiences more effectively rather than having to plan separate activities for each child. Group (cohort) observations are also carried out in order to plan for groups of children. This is discussed at weekly planning meetings. These observations are generally recorded on the action plan/wish list and by post it notes. Sometimes they are just discussed at the weekly planning meeting and recorded on the weekly planning sheet and in meeting minutes.

Staff carry out summaries every term in relation to their progress in the seven areas of learning as a basis for discussion with parents on how we can work together with them to help them progress further and to the best of their abilities. In addition to this staff record progress on a chart, which gives an overview of how children have progressed over the year in each area. This is based on evidence collected as well as from knowledge of the early learning goals and the journey to achieving them. This is how we know whether or not our approach is helping the child and whether or not they are making progress towards the early learning goals. This system and the opportunities we create to share the information with parents and carers works well. Parents are a useful tool in finding out whether our planning and adult interactions are helping children to enjoy and achieve as well as getting to know our key children and what motivates them etc.

Sharing learning and development with parents can be difficult when parents are not present at drop off and pick up and cannot attend our coffee mornings. In order to help with this we send out via email a parents guide to how we deliver the Early Years Foundation Stage at our setting and how important it is for them to be a partner in their learning and development. In response to a recent questionnaire we are also piloting an evening parents meeting to accommodate working parents. We have recently introduced home visits to new families. This engages parents in the settling in process as well as being an opportunity for them to share what they know about their child. The manager and key person at this stage can begin the sharing of their child's development and learning within the setting and in the home.

To ensure that we are engaging all parents and carers, we have started to trial an online system of monitoring children's progress, which enable parents to view, comment and contribute towards observations. We have found this especially beneficial for parents who do not get the opportunity to see their child's key person at drop off and pick up for example. Staff are aware of the importance of sharing with parents their child's progress and achievements at the setting.

We provide equipment, toys and activities to ensure that boys and girls enjoy all areas of learning indoors and outdoors. We have improved this recently by extending our outside area. We are successful in this endeavour as we observe boys and girls of all ages using the garden as well as the hall environment. All areas are audited regularly to ensure they are being accessed by all. A recent audit led to the introduction of an outdoor reading area which has encouraged a few more boys to select books to read.

Enthusiasm and a good sense of well-being is actively encouraged and through this children enjoy taking part in learning. By observing the child's interest we hope to start to form a grounding that they enjoy, and build on this so that they develop and achieve to the best of their abilities. The pre-school currently aims for a balance of adult initiated and focused activities along with child initiated play, choosing what to play and learn. It is the intention of the pre-school that focused activities will become less adult led but adult initiated to give children more opportunity to explore and create. Staff are encouraged to make observations of children in regard to the characteristic of effective learning and to plan for the continuous provision accordingly.

In house training has taken place this year to support staff in improving their interactions with children. Asking open ended questions and building on their current knowledge and interests has become the norm and staff are becoming more aware of when to be inquisitive and when to take a

back seat and let the children problem solve independently. This has proved to work well in terms of communication and language development. To improve this further one member of staff was keen to take on the role as Communication and language coordinator identifying where children would benefit from such schemes as Every Child A Talker and to support children with English as an additional language. This is an example of how we offer an inclusive service taking account of all children.

Our key person system along with our system of planning using observations means that we successfully identify children with special needs. The special needs coordinators work with staff and other professionals to provide what children need in order to achieve their full potential. This includes applying for funding for higher staff:child ratios, specific equipment and training as well as carrying out further observations/assessments.

Each member of staff takes on a responsibility for an area of learning such as physical activities, creative music or mathematics. This helps us to continually evaluate how well all the children are accessing the toys and activities we provide. Due to this system it has been noted that our role-play provision is very successful and all children access this in some way. However, not all children are accessing our Information Technology and so this is still an area for improvement despite some improvement since our last inspection. As a pack away setting we are also able to continually evaluate how layout affects learning. A recent change in layout has seen more engagement with our maths area.

Staff at our setting know the importance of getting to know their key children and their families in order to safeguard them and promote their welfare. The setting works hard to foster relationships with other settings and schools to aid the children's transition as well as sharing best practice in regard school readiness.

As well as being trained in child protection and being aware of the children's circumstances we also plan time and activities to teach children about keeping safe. This included visits from the local fire fighters and police workers as well as day to day talk about healthy eating and lifestyle at snack time, trips to the park, village walks and circle time. Parents have the opportunity to pay a small fee for an extra session from Kids@Sport a local company providing fun physical activity and sports.

Staff are aware of our behaviour management policy which promotes respectful behaviour among children as well as establishing a positive attitude and atmosphere conducive of learning. We promote independence by introducing routines such as self-registration and name pegs for their belongings. Children are also encouraged to be independent in their learning by staff praising and modeling self motivated endeavours.

We are a 'pack away' setting which means that we have the opportunity to check equipment for safety and suitability. Risk assessments are carried out on new equipment to ensure it is suitable for the children at our setting.

Fire checks are made and drills are carried out termly according to the fire evacuation policy. Electrical equipment is PAT tested.

Staff carefully monitors the arrival and departure of children, with one on each door and one carrying out a register.

Your priorities for improvement:

More of a lean towards adult initiated rather than adult led activities. For example involving children in a story and following their lead when something captures their imagination rather than just reading the story cover to cover. This will help children to develop thinking skills and become independent in their thought processes in order to become creative and curious learners. Our recent ECERS audit highlighted that we are doing well in this area and has helped us think about what sort of questions promote reasoning and thinking.

Improvement within Information Technology. This can be achieved by purchasing resources but also staff training/awareness.

Create a parents guide to how we deliver the EYFS in our setting in order to encourage them to become more involved in the children's learning and development.

Encourage staff member to take on the role of communication and language coordinator by supporting her in training and including focus time in planning meetings.

Work towards using new online system for monitoring children's progress in order to engage parents in their learning and life at the pre-school.

Research and training towards Forest School is taking place as something to work towards. We feel this would greatly benefit many of the children at our setting and would further enable our outdoor learning ethos.

Staff member as begun Level 3 Forest School leader training, land has been acquired to start taking children from April 2015. Evaluation of impact on children's learning and development will take place.

Continue to research, train and audit Characteristics of Effective Learning in our setting.

We hope to trial an interactive display encouraging pre-schoolers to set a target in readiness for their transition to school. The aim of this is to engage them in their own learning, help with the discussion about school and build confidence when targets are achieved. Targets might include tasks such as putting on their coat, writing their name or catching a ball.

My Practice is: GOOD

Contribution for children's wellbeing

The contribution of the early years provision to children's wellbeing:

Children at our setting benefit from learning and enjoying themselves at the pre-school as they are given lots of choice to play, explore, learn and achieve satisfaction from various toys and equipment. We have tables and areas for craft, mark making, snack time, mathematics and malleable creativity. Areas are also set out for role-play, reading, painting, physical development, investigation, music, construction, sand and water play and information technology. All areas of learning are represented in our outdoor area as well as inside the hall. Outdoor resources include planting, bird feeders and larger physical resources such as climbing frames and bikes. We also take children for walks to the local park, the woods and to different parts of the village. In addition to this we plan a number of outings to the library, garden centre, pick your own, theatre, field centre, farms etc.

The capabilities and interests of the children are considered when activities are planned and set out. Small and large group activities are frequently planned with adult focus or initiation. The children choose, through child initiated play, whether to play/learn as a team or individually and are generally prompted by what equipment and toys are out.

Staff praise the children in their efforts and learning, constantly. Motivation from staff is necessary as it encourages the child to see that every effort even small is rewarding. All the staff speak to the children at their level and have good communication skills, which are essential due to varying ages and development.

Children learn and develop regardless of their starting points due to the identification of their needs and action taken e.g. funding applied for in order to employ an additional member of staff to support an individual with special needs to achieve and enjoy their learning.

We know that children are enjoying their learning because of the communication that takes place between adults and children. A child that is particularly engaged in an activity and who is happy to talk about what they are doing is demonstrating their enjoyment and their achievement. Staff do their best to find the activities and toys that will engage their key children.

An area that we would like to improve is information technology. Since the last inspection we have obtained resources, included a small variety of toys as part of our continuous provision and included some adult led activities in our planning. To improve we would like to have some training on some ideas and to raise staff confidence to ensure that all children can progress in this area. Children at our setting gain the confidence to work independently and as part of a group. This can be evidenced by our observations of children during free play and also their participation during adult led activities. If we notice that a child is finding it hard to explore without an adult close at hand, staff work towards building their confidence by using praise, modeling independent thinking and asking open ended questions. We make sure that we do not change the layout of the hall too much day to day as we have found that children can build confidence in exploring and being creative by revisiting familiar areas that perhaps they had been introduced to by an adult first.

We have identified recently that girls are progressing in mark making and phonics more than the boys as a general rule. We are therefore thinking of ways to promote gross motor and fine motor skills as well as a variety of different mark making activities to make it more accessible to all children at our setting. We have introduced a scheme called Write Dance, which is a fun progressive music and movement programme for the development of pre-writing and writing skills. A member of staff has also taken on the responsibility of making sure that we provide a variety of mark making opportunities indoors and outdoors.

Children at Rainbow's are supervised at all times by a member of staff. This means that there is always someone to guide them regarding safe behaviour. Children demonstrate safe behaviour by being part of a 'tidy up time' session where children are encouraged to clear away toys ready for a different activity. During tidy up time we talk about how we might hurt ourselves if we fall over objects or bump into things that are in the way.

Children enjoy tidy up time as we have labelled all draws and areas so that children know where to put things back. The bikes have numbered bays that correspond with the bikes themselves so that children have fun putting the bikes away when they have finished with them. Some equipment have pictures that tell the children how many children are allowed to play on it. They understand that this is to keep them safe and children often self regulate themselves on the equipment.

On outings children are asked to partner up and sometimes to hold on to a set of walking rings to keep them safe when crossing the road. A discussion about road safety occurs each time we go out of the setting.

If we notice a child behaving in a way that demonstrates a lack of understanding about their safety we often use circle time games and stories to encourage discussion. We then praise them for taking part in safe play e.g. placing the large blocks carefully.

It is most important to us that children at our setting feel that they can talk to and confide in staff. The key person system is integral to this cause and every effort is made to ensure that children are given opportunities to talk freely. Last year two of our staff have attended training on quiet children and selective mutism which has helped us to understand ways to help quiet children to feel more able to talk freely. On a more general level Rainbow's End practice a variety of approaches in order to build good relationships between a family and their key person. We have recently introduced home visits which has proved to make a noticeable difference to the settling in process and trust in the key person relationship. The parents/carers feel much more at ease on the first day having had a chance to talk through their concerns but also the child becomes familiar with the member of staff. New families also benefit from welcome afternoons and all parents are invited to stay and play sessions which both help the child to feel relaxed with their

parents and key person talking together. Day to day the key person role is crucial in making sure their key child is supported at first to explore then gradually to become more independent and able to cooperate with other children and adults. A mix of large group, small group and one to one activities means that children will get a chance to thrive in familiar environments but also practice new situations.

Children at our setting are aware of healthy practices regarding eating, toileting and general hygiene. This is apparent at snack time where children bring in fruit and vegetable snacks from home. They practice a routine of hand washing before snack and requesting a drink of milk or water with their snack.

The children are encouraged to follow a hand washing routine when using the toilets first supported by staff but then allowed to become independent.

General discussion about healthy eating occurs regularly at snack time, lunch time and during cooking activities. Twice a term we plan a lunch that the children make and we all eat together. This helps them to see that eating healthily is fun.

We promote a positive attitude towards physical activity and so children at our setting enjoy a variety of physical activities suitable to their ages and stages. Our daily routine includes periods of activity and also rest time which they understand is an important part of a healthy lifestyle. Children at our setting enjoy opportunities to climb, swing, crawl, run, slide, weave, pull and push at the local park which we take them to regularly. In our outdoor area children especially enjoy the bikes and scooters as well as the climbing frame and see saw, balance beam and stepping stones. Children are often found creating their own obstacle courses.

In the hall the children especially enjoy music and movement activities as well as a weekly visit from Kids@Sport.

Children and staff bring in their own healthy lunch box which we all eat together promoting a positive attitude towards healthy eating. Staff sometimes plan activities introducing children to new food and discussing the importance of eating different types of food and about how our bodies work.

The children are encouraged to help at the pre-school. They enjoy special jobs before an activity, this could be clearing or wiping the tables, setting up the chairs, tidying up, assisting other children e.g. helping a younger child know the way to a particular area or putting their coat on. By doing this they are appreciating their surroundings, staff and their friends.

Praise is given to the child when good behaviour is achieved.

We like to group children in teams of two in some activities to see how they work together or alongside one another. By doing this we are encouraging friendship and in some cases it has worked well for development with learning difficulties – like speech.

When a child is finding it difficult to share resources and play alongside other children in a respectful way, staff plan activities that practice turn taking and sharing such as ball games, relays, board games and parachute games.

Staff encourage enthusiasm to take part but modelling it themselves as well as noting a child's enthusiasm in something and planning an activity to suit their interest.

We are careful when setting up resources that we give children choice to practice decision making but also try to be aware that too much choice can be difficult for young children and children with special needs.

Our Nativity and Easter plays are an example of an activity where all children enjoy taking part together, joining in with songs and learning to behave appropriately in different situations.

Children at our setting demonstrate that they respect each other and tolerate each other's differences during circle time games such as 'froggy froggy' where children must cross the river if they have... e.g. a younger sister or brown hair etc. When we have children from different cultures with different home languages we encourage all the children to enjoy the different languages by using different ways to say hello at register time, displaying different vocabulary and by organising themed days celebrating different cultures. On these days we often try food, games and

clothes that are different from ours. We involved parents by encouraging them to extend the learning at home that often produces lovely scrapbooks and photos that children share with us. By observing the children's development we hope to build on their skills and stretch them further, improving their knowledge and ability. Children's development skills are recorded in their progress files and any incomplete areas are to be approached with enthusiasm and motivation for hopefully successful completion. Evidence collected through daily observations as well as termly summary reports enables the key person and the manager to evaluate individual children's well-being socially, physically and emotionally.

Should a special need be identified, observations are passed to the SENCO in our setting who then makes the decision to request further evaluation and/or set up an individual support plan to support the child in developing to the best of their ability. In conjunction with parents, staff are practiced at varying our daily routine to allow for individual needs.

One role within the pre-school is to prepare the children for reception class. We aim to prepare child with good communication skills, be able to recognise their name and symbols, know how to behave, understanding what is right and wrong, have good self esteem and well being, to approach problem solving or explorative thinking, understand differences and the wider context of the world, know how to count, dress themselves and have good personal skills. We believe this provides a good grounding to start them on their next step towards their future. At Rainbow's children benefit from organised trips to the local school. This is not just for the children who will be attending the school but for all pre-schoolers to experience a school environment, sometimes to watch their nativity dress rehearsal, sometimes for a teddy bears picnic or story time. Talking about going to school and practicing routines such as getting dressed, trying uniforms in the dress up area, looking at school brochures and photo books all support the transition that our children go through.

Our setting has a rich language environment where communication and language thrives. We believe that with a strong grounding and confidence to communicate, children are able to develop literacy and numeracy skills with relative ease. Daily story time and singing encourages children to think about and experience narrative, writing language, rhyming and sounds. Adult initiated activities are planned to extend this by providing opportunities to start experimenting with sounds and letters as well as problem solving using numbers and mathematical language.

Children are using mathematical language in all areas of play supported by vocabulary labels to prompt staff. For example in the water tray children and staff think together about shape, space and measures using measuring jugs, different sized containers, different shaped and numbered water toys.

Children at our setting know how to access the children's laptop for games that develop mouse and keyboard skills as well as using the art software to be creative with colours. They enjoy using torches, programmable toys, microphones and the listening centre to explore the uses of technology. Children have the opportunity to take part in an extra computer club that takes place at our nursery in order to prepare them for school.

We try to make our equipment suitable for our children's ages and stages for example this year we have stuck lower case letters to the keyboard so that children can experiment with letters and sounds on the computer.

As mentioned above ICT is an area that we still would like to improve upon by training staff to feel more confident in delivering relevant skills and providing appropriate equipment.

We aim to promote children's understanding of the wider world by providing them with experiences, discussion and allowing them time revisit ideas through role play, creative arts and story time. A visit from the fire service recently sparked off a child initiated project about helping others. Children demonstrated inquisitive and independent learning by bringing in information and pictures from home, dressing up and role playing scenarios, asking questions about toys and pictures that we put out and joining in with stories on the subject.

Your priorities for improvement:

An area that we would like to improve is information technology. Since the last inspection we have obtained resources, included a small variety of toys as part of our continuous provision and included some adult led activities in our planning. To improve we would like to have some training on some ideas and to raise staff confidence to ensure that all children can progress in this area.

The introduction of Forest School sessions starting from April 2015 constitutes one of our priorities for improvement. To begin with we hope to offer a number of morning sessions in our newly acquired piece of land to each school leaver at our setting. We hope to teach new outdoor skills and an appreciation of the environment as well as develop confidence, team work, motivation and independence.

We are also in the process of improving our "Baker's Child" initiative. In collaboration with parents we have assessed the effectiveness of it and while many parents and staff view it as a wonderful opportunity for learning and for building confidence, there have been questions regarding the message it conveys re healthy eating. Therefore we are in the process of coming up with a 'Baker's Child recipe book' to help parents make sugar free alternatives when baking with their children. This way the children are still benefiting from all that the initiative offers while also educating parents about the importance of making healthy eating decisions.

My practice is: GOOD

Leadership and management

The effectiveness of leadership and management of the early years provision:

Ideas for the settings continuous improvement are communicated to staff, parents and children on a regular basis.

Self-evaluation of the weeks events are discussed in our weekly staff meetings so that we can either continue with the practice, change or avoid doing these activities or methods of arrangement again.

Staff and parents tend to speak to the management if they have any concerns or grievances but we do have a section within our policies and procedures for guidance should anyone wish to follow a formal approach.

Regular committee meetings and officers meetings allow the manager to communicate to parents and the parent committee visions for the settings improvement. For example when new equipment is needed, the committee raise funds to purchase it.

Ideas for improvement are communicated to children especially when it involves tangible equipment. Once a year the children take part in a sponsored event or activity in order to raise funds for a piece of equipment that will directly benefit them. Their awareness of how we work to improve things at Rainbow's helps them to feel part of our community.

Recent changes include the new system of monitoring and planning that staff have taken on. This improvement was highlighted as high priority after staff had discussed with the manager the time consuming nature of the previous system. The system was analysed and it was decided that the new system needed to link assessment with planning more directly. The management oversaw the implementing of the new system supporting staff where necessary. After a year the system was analysed again and staff brought up at their appraisal that the new system was much more efficient but that they still struggled to find the time to work on it without detriment to time spent with children. An action plan was put in place which led to an addition to the staff rota allowing them time to complete files at times when it would not be of detriment to the children. This is an example of how the management ensures that improvements are tracked, monitored and analysed for their impact on the setting and on the children. The time given to staff will improve

outcomes for children as the staff will have time to focus on planning of individual children without the children losing their most valuable resource during that time.

Looking to improve our monitoring process further we are currently trialing an online system which involves parents to a greater degree in following the progress of key children.

Visions to improve certain areas of learning are discussed at staff meetings with all adults working within the setting. Staff are given the opportunity to offer their skills/knowledge or desire to train in that area.

My vision for the future includes reaching out to parents and carers that we do not see at drop off and pick up, creating an action plan to introduce home visits for children with special needs and further into the future for all children. To improve our information and technology resources and provision. I would also like to work with staff to evaluate how successful our daily routines, activities, outings and events are now that our numbers have risen to 34 children in a day.

The manager aims to engage all staff in evaluating areas for improvement by carrying out area audits. Each member of staff has the opportunity to take responsibility for an area of learning in order to review it's effectiveness and ensure it is being accessed by all children e.g. mark marking.

All staff are responsible for a number of key children. This means that they have a duty to form good relationships with the children and their families and ensure that observation, assessment and planning is aimed at the individual children. This system of deployment means that children at our setting make good progress in relation to their starting points. This can be demonstrated by the evidence collected by all staff and assessment made in the form of summaries each term and a long term progress tracker in the progress files.

Staff are also allocated a colour group where they will work alongside another member of staff on planning and leading adult led and adult initiated activities. Within the colour groups a trained member of staff will support an untrained member of staff acting as mentor. This helps trained staff to reflect on their practice and ensures that new staff are fully inducted. This is an effective practice in terms of children's progress as it engages staff and therefore provides a successful environment for the children.

Annual staff appraisals allow the management to find out what interests and skills can be deployed to improve the provision. For example one member of staff expressed an interest in improving communication and language at our setting and so this was encouraged and appropriate training and guidance was given in order to make the most of the resource i.e. staff enthusiasm.

All staff are encouraged to self evaluate and are given time to discuss professional development needs with the manager. This leads to an efficient and effective working team where open communication leads to change and improvements on a regular basis. Informal supervision meetings are planned once a term in order to discuss best practice. The manager and the deputy also work together to observe and work together to improve the impact of staff practice.

The manager endeavours to create an environment where knowledge and experience can be shared. Staff who attend courses or training are encouraged to perform in house training at termly evening staff meetings often leading to debate and discussion and usually leading to an improvement or addition to our practice.

Staff are encouraged to train whether it be to graduate level, NVQ level 3 or to attend workshops run by our Early Years department at county level. This year a number of workshops have been attended as well as a member of staff gaining EYPS and another gaining NVQ level 3. This has benefited the children as training leads to evaluation of our own practice and feedback at meetings helps us to plan relevant and suitable activities for the children we have at our setting.

The recent alterations to the garden is an example of the evaluation and improvement to our space and environment. The hall area is often discussed at staff meetings to ensure that all areas are being used effectively and whether it is working as an area to investigate and explore what has been put out. Improvement are suggested and carried out if necessary. A wish list/action plan sheet is used by staff during the day to jot down ideas and problems as they arise.

In June 2015 the manager requested an ECERS audit which has helped the team identify what we do well and also give us a structure for improving our environment in the village hall and garden area. Being restricted as to what we can display and store means staff have to be particularly creative when it comes to creating a varied and practical environment for the children.

The individual child and their families are considered in all aspects of our work at Rainbow's End Pre-school. We also aim to ensure that all who wish to work in, or volunteer to help with our pre-school have an equal chance to do so.

The pre-school is open to every family in the community. The waiting list is operated on a first come first serve basis although existing children and siblings are given priority when choosing sessions. Families joining the pre-school are made aware of our equal opportunities policy which is regularly reviewed. Staff understand that parents, grandparents, child minders etc all have a part to play in the child's development and every effort is to include those who wish to be involved.

Any vacancies at our setting are advertised. The pre-school appoints the best person for each job and treats fairly all applicants for jobs and all those appointed. Commitment to our equal opportunities policy forms part of the job description for a any job.

We recognise that many types of family group can successfully provide love and care for children and we aim to offer support to all families. An example of this is the introduction of a flexible payment system for families with differing means.

Through the activities and continuous provision that we plan we aim to help children to have respectful awareness of all major events in the lives of the children and families in the pre-school, and in our society and to welcome the diversity of backgrounds from which they come. For example we source stories, songs and role play props to celebrate different cultures, religions and festivals. Home languages are nurtured and staff take it upon themselves to become familiar with some basic phrases as well as providing all children with opportunities to explore different languages through our displays, stories and theme days.

All the children are respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. For example we ensure that resources are engaging and suitable for both boys and girls and for children with different learning styles. As highlighted above appropriate opportunities are given to the children to explore, acknowledge and value similarities and differences between themselves and others.

Discriminatory language, behaviour or remarks made by children, parents or any other adults are unacceptable in the pre-school. Staff are aware of our pre-school behaviour management policy which is to promote respectful and understanding environment and to support children and adults to overcome any prejudices.

In the case of children with English as an additional language, parents are encouraged to speak to children in their first language at home and staff are trained to nurture it within our setting. If necessary, all communications to parents are translated and meetings with interpreters are organised.

Children with special needs are given extra support when needed to ensure that all children can join in and progress during their time at our setting. This is coordinated by a SENCO who makes sure that a plan is in place and to liaise with other professionals if necessary including speech and language therapists, education psychologists, racial and ethnic minority support practitioners and health visitors.

Management and the committee make sure that all voices can be heard in the way of complaints or concerns. The setting has a compliments and complaints procedure which parents are made aware of. However parents are usually able to resolve any problems by talking to staff, management or at committee meetings. All parents and staff sign to say that they have read and understood all of our policies and procedures. This gives parents an opportunity to raise questions or request the policies to be communicated to them so that they can understand.

Our priorities for improvement in this area is to ensure that we are able to communicate effectively with all parents whatever their work commitments preventing them to pick up/drop off and attend events and coffee mornings etc.

Our building is accessible to all with disabled access to the garden and hall and a disabled toilet. The stage is not accessible to wheelchairs but staff ensure that all children can join in with nativity and Easter plays.

Our policies and procedures regarding safeguarding comply with procedures approved by the area Child Protection Committee. We create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to.

Firstly, all applicants who work within the pre-school whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide at least one reference. Employment history, qualifications, identification and medical suitability are also checked. A probationary period is applied and all adults working directly with children must have an up to date DBS check. All adults involved with the pre-school must declare to the manager and declare any conviction and/or cautions, as well as court orders which may disqualify them from working with children or affect their suitability to do so.

All staff are trained in child protection in order to recognise signs of abuse and to make sure that they understand their role if suspicions of abuse arise. Staff are also first aid trained. Staff and students are also given guidance in their induction packs are asked to read and understand our policy as well as being made aware of who the child protection liaison officers are.

The manager and deputy have undertaken further multi-agency child protection training as part of the role of child protection liaison officer.

Setting policies and procedures are shared with staff on a regular basis when in review. This ensures that all staff keep abreast with changes in legislation and can refresh their awareness of issues regarding subjects such as safeguarding.

Staff are aware that having good relationships with their key children and their families is vital in order to be able to recognise changes in behaviour, appearance, circumstances etc. Worrying changes are recorded according to our policy and are kept confidential.

The manager reviews incident and accident books regularly.

Adults are not left alone for long periods of time with individual children or with small groups. The layout of the hall permits constant supervision of all children.

Children are encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.

Risk assessments are carried out and checked regularly for all equipment, furniture and toys are suitable and safe. Staff check toys and equipment daily as they are put out.

Parents are made aware of our policy on illness which is also displayed on the parents notice board.

We take effective steps to promote children's good health and well being (see section 5)

The recommendations raised at our previous inspection have been tackled effectively. It was suggested that we might review our record of risk assessments to include all outings. A new system has been set up in which all new outings have a recorded risk assessment that has been carried out before the outing. The risk assessments are then reviewed after the event and edited for future outings. This has improved outcomes for children as it has given staff and parents the confidence to plan beneficial outings suitable and safe for the children at our setting in order to broaden their experiences.

Another recommendation from the last inspection was to extend the opportunities for children to develop skills using ICT. Following the inspection we reviewed the provision we were already providing and created an action plan to improve it. We received funding to purchase a children's laptop, software, programmable toys and a listening centre. Staff took time to support the children

in using the new resources and an ICT area became a permanent feature of our continuous provision. The introduction of a computer club led to improved outcomes for children in their preparation for school. They used ICT skills to develop fine motor skills, team work, numeracy and literacy skills, creative expression and language.

The manager and staff have an established ethos of continual evaluation of our resources and practices discussed at weekly staff meetings and also via a wish list and action plan sheet which allows suggestions to be dealt with promptly. Our recent discussions about our ICT area has led to a new plan for improvement which involves assigning a member of staff to the development and monitoring of the resources. We are looking into some training on using ICT for our age group and we are hoping that fund raising this year will go towards some ICT resources for our younger children. Parents were asked their opinion on the introduction of the computer club at a committee meeting and it was decided that we would continue the club this year.

Our third recommendation from the last inspection was to develop ways of including and displaying signs and labels in different languages. We have since raised children's interest in learning about different languages and cultures by introducing theme days, learning simple greetings in different languages for register time and by reading stories and learning about different countries. We support this learning by displaying labels in different languages, providing books in different languages and planning creative activities using different scripts and symbols. During the London 2012 Olympics children enjoyed bringing in learning from home about different countries and we extended their learning by creating our own Olympic games. Each child belonged to a country and explored the culture and language of that country in the time leading up to the Olympics. Another recent theme day celebrated Diwali with music, crafts, food and stories enjoyed by the children and staff.

Displaying different languages in our setting is adapted according to the children that we have at our setting and also to follow the interests of the children and what goes on in their community. This ensures that all children have the opportunity to develop understanding and respect for differences in their own community.

At Rainbow's End we make sure that every effort is made to support children in progressing as well as they are able. This means working with external services and working with other settings. Children at our setting benefit from good links with local schools and well executed transition systems. Throughout the year children visit the local school to watch plays and work with older children as well as meet their new teachers in their own setting.

We liaise with other pre reception providers and child minders when children attend more than one setting/child care provision. We arrange to discuss their learning/interests and view or talk about their progress. The manager often seeks to visit other settings in order to glean ideas for improvement or to discuss best practice with other practitioners.

Staff at our setting are practiced in identifying extra or special needs. Concerns are discussed with the manager and sometimes extra assessments are carried out in partnership with parents.

We often liaise with external services in order to support children with extra or special needs. Other professionals that we work with include health visitors, speech and language therapists, Racial, Ethnic and Minority Achievement team, Early years advisors, educational psychologists. Building up these relationships ensures that children at our setting get the support they need.

Rainbow's End Pre-school has developed over time to work very closely with families.

The pre-school is run by a parent committee and a large number of parents become involved in the running of the pre-school on some level. These meetings and the events and activities that are organised provide opportunities for us to seek parents and children's views. The officers can then act on these views and/or the manager and staff will work towards working with those parents.

This year we have introduced parent and children coffee mornings that take place every term. This was to replace the parent consultation evenings and they have proved very popular. At the coffee mornings staff share progress files with children and parents and creates an informal

atmosphere where parents can feel comfortable to talk about any concerns or issues regarding their child's development and their time at the setting.

When parents first enquire about our setting they are invited to a tour of the setting with the manager. This is the first opportunity for them to receive information about our setting and how we deliver the Early Years Foundation Stage.

We provide parents with information in a number of ways in order to reach everyone. We write newsletters that include general information on our planning for the term and information about events planned. On our website parents can read our policies and procedures, read about our staff, read previous Ofsted inspections and general information about our setting. A notice board in the entrance corridor is updated regularly with pictures and information about what the children have been up to. This was created after a parent commented that her child was not always keen to share what he had been up to at our setting. We also talk to parents at pick up and drop off about their progress and what they have been doing that day. A notice board for parents' information includes information about term dates, illness, insurance and Ofsted registration etc. We have had good feedback from parents about a leaflet that a member of staff produced providing parents with information about services and activities available for children birth to five in our area. This was emailed as well as displayed on the parents' notice board.

We share children's achievements and progress with families by encouraging an open door policy where parents have time to chat to their child's key person. Staff share the children's progress files with them at the coffee mornings. We display the children's work on boards that they can share interactively with their parents. Children have their own pockets so that they can take work home. Every year children take part in a nativity play, and Easter Show, sports day, sponsored activities and church services. These are all opportunities for us to share with parents the achievements and progress that children make.

We also ask parents to share with us what they know about their child. On registration parents are asked to fill in an All About Me form which gives their key person a very useful summary of their development so far as well as interests and clues to their style of learning. Before the coffee mornings take place parents are asked to fill in a update sheet to share with us their current interests as well as any progress they feel they have made at home or any concerns they have. New children and their parents are invited to two open afternoons where they come and enjoy the resources at the pre-school outside of our normal hours and meet their key person.

We actively encourage parents to be involved in supporting their children's learning and development. Some examples of how we do this includes 'Rainbow Bear' who goes home to a different child every few days and parents are encouraged to write a diary with their child. We inform parents of our sound and song of the week and encourage them to extend this learning at home by bringing in objects starting with the sound of the week. Every week children take turns to make cakes or biscuits with their parents at home and sell them at our setting to raise money for new resources. We talk to parents about how this is a perfect opportunity for language development and mathematical thinking.

Parents are invited to share with us their child's achievements using 'wow vouchers' in order to build confidence and promote positive behaviour and progress.

We involve parents in the running of the setting by inviting them to committee meetings where they can get involved in fundraising as well as volunteer to help with our library, help with jobs in the setting, increase adult numbers on special outings etc. Involving parents in this way gives them a better understanding of how we deliver the Early Years Foundation Stage and how they can extend the learning at home with their child. At the beginning of the year we put up a board asking parents to note down their special interests and skills which we utilise in order to provide exciting and varied experiences for the children. For example one parent this year came in to give the children a music and movement session whereas another parent planted some plants in the garden with them. We hold a mothers day and fathers day which we have found to be really helpful in involving parents in the learning and development of their child.

We have recently introduced a 'stay and play' scheme for parents to join us for a morning and experience our routine. So far we have found it useful in sharing with the parents how we plan for individual children and the reason why we do certain activities and routines.

Your priorities for improvement:

Staff training and development is regularly reviewed at Rainbow's End.

The manager of the setting is looking to attend training on SEN and the code of practice as well as attending forums. This is in order to consolidate understanding and to be able to support staff in their professional development more effectively.

All staff are encouraged to take on responsibility and manage their roles.

Most recently the setting is supporting staff interested in working towards Forest School training.

The introduction of an easy to use wish list and action plan for staff will be evaluated at the end of term with staff to assess whether it has improved our ability to provide high quality care and education.

With the introduction of the two year old check the manager will assess whether the summaries that staff carry out on all children will be sufficient to meet requirements or whether it could be improved to be more useful to the parents.

It has been identified that some training on ICT is needed in order to further improve our continuous provision.

It is important to the manager that staff observational assessments of children help us to plan tailored support for the children's learning and development and therefore preparation for planning meetings will be monitored to ensure that all staff are contributing their key children's interests and needs. A new online system of monitoring key children will involve parents and will improve the quality of our planning.

We believe that Rainbow's works well with parents and carers regardless of their working commitments, home language, religion, special needs etc. but to improve further it has been discussed that ways to reach parents that we don't see face to face need to be found. Again the online system of monitoring children we hope will help towards this goal.

In particular we would like to improve parents knowledge of the EYFS and elements of school readiness. A new parent guide has recently been trialed, a very recent pre-schooler parents evening meeting focused on this aim as well as using the online learning journal to provide consistency between home and school learning.

The manager has recently undertaken training in delivering peer observation in the setting and this is something we hope to introduce in the next few terms. This will better engage staff in self-evaluation and their own improvement planning.

My practice is: GOOD

Overall quality

The overall quality and standards of the early years provision:

As described above the impact of our improvements upon the last inspections recommendations has increased outcomes for children at our setting in terms of their learning and development.

Staff work together to constantly evaluate provision as well as involve parents in forming plans to improve our setting to suit the children that attend.

We also use other checks such as the Early Childhood Environment Rating Scale to identify weaknesses and use this to secure continuous improvement.

Management communicates with staff at weekly meetings, parents and officers at committee meetings and officers meetings to inform them of plans for the future. Audits of specific areas are due to be carried out during the next academic year.

As detailed above partnership with parents is very effective in order to maintain continuous improvement.

All staff are involved in the improvement of our setting and are engaged in contributing their knowledge and skills to do so.

Given our storage facilities and the practicalities of setting items out we have a good provision with a range of toys providing the children with good learning skills which are compatible with the EYFS framework.

The latest improvement to our observation and assessment for planning system as improved our ability to recognise the unique child. This means that all children are monitored so that they can progress in their learning and development regardless of their starting point or background.

Policies and procedures are kept up to date and made accessible to staff and parents. This includes awareness of safeguarding and health and safety.

My practice is: GOOD