

# Rainbow's End Montessori School



Parley First School, Glenmoor Road, West Parley, Ferndown, Dorset, BH22 8QE

<b>Inspection date</b>	18 May 2016
Previous inspection date	14 December 2011

<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 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

- Teaching is consistently good with a few outstanding elements. For example, children excitedly learn about space through real-life video links of current space exploration during well-planned topic work.
- Support for families and children with special educational need is exceptional. The coordinator goes above and beyond her role to support them.
- The staff have a good knowledge of each individual child. They assess and plan for children's needs well. For example, the strong emphasis on personal independence and use of specialised teaching equipment helps ensure that each child makes good progress.
- Staff look at ways to continually improve with each new set of children they care for. Self-reflection and evaluation is secure, which includes the monitoring of children's progress.
- Strong partnerships with parents enable them to contribute to children's learning, at home and in the pre-school.

### It is not yet outstanding because:

- The staff do not always encourage children's large movement skills, particularly for the younger children and those who prefer to learn outdoors.
- Occasionally, staff are not consistent in managing children's challenging behaviour. Recent strategies to promote positive kindness have not had the desired effect because they are not fully imbedded in staff practice.

## What the setting needs to do to improve further

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

- increase and extend opportunities to promote children's large movement skills, particularly for the youngest children and those who prefer to learn outdoors
- develop staff expertise in consistently managing children's behaviour.

### Inspection activities

- The inspector observed the children's play activities indoors and outdoors, and looked at the available resources.
- The inspector held a meeting with the manager and deputy about their leadership and management, including how they evaluate staff's practice.
- The inspector had a discussion with a small sample of parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector sampled and read relevant documentation.

### Inspector

Lorraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are good employment and induction procedures to ensure staff are suitable to work with children. Staff performance is enhanced through regular meetings with the manager to celebrate success and identify aspects of practice to develop. Staff attend training courses to further improve their practice and evaluate the impact this has on their teaching and care. The staff includes parents in their evaluations and set clear action plans for improvement. There is very good partnership working with all relevant professionals and staff follow agreed strategies.

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

The staff have a good knowledge of child development and all areas of learning, which are covered well. They create precise aims for each child's learning and progress, which they address in freely chosen or adult-led play activities. For example, children are encouraged to write on small clipboards, while they take part in imaginative cafe role-play with friends. They show self-assurance and motivation in their learning. The staff fully understand their role in helping young children to learn. For example, they promote children's senses and extend their vocabulary and understanding of the world during activities, such as incorporating herbs into home-made play dough.

### Personal development, behaviour and welfare are good

Children are happy and demonstrate that they feel secure and comfortable with the staff with whom they build a strong relationship. The staff work well with parents to understand each child's needs. Their calm approach, praise and good role-modelling, helps most of the children learn positive behaviours. Children develop a good awareness of the importance of a healthy diet. For example, they grow fruit and vegetables in their garden, enjoy using the water dispenser to get a drink and eat fruit at snack time. The staff support children well in understanding how to keep themselves safe. For example, children enjoy using resources, such as a child safety knife to cut up fruit.

### Outcomes for children are good

Children show a keen interest in learning. They concentrate and communicate well, developing good skills for the future. For example, they have well-developed mathematical skills as they focus for long periods ordering cubes by size, counting the amounts and adding corresponding numerals. Children talk confidently with adults about the space project, satellites and gravity. Most listen attentively at circle time, contribute their thoughts, ask questions and show a good understanding of words that rhyme. Children have strong levels of independence. For example, they select a mat and activity off the shelf and put it back when completed. Children, including those learning English as an additional language, make good progress in their speaking skills.

## Setting details

<b>Unique reference number</b>	EY344005
<b>Local authority</b>	Dorset
<b>Inspection number</b>	828458
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Tina Hemming-Stevens
<b>Registered person unique reference number</b>	RP513620
<b>Date of previous inspection</b>	14 December 2011
<b>Telephone number</b>	01202 897677

Rainbows End Montessori School registered in 2007. The school is situated on the Parley First School site in Ferndown, Dorset. The school opens each weekday from 8.30am until 3.30pm during school term time. There are seven staff employed to work with the children; of these, one holds early years professional status and five hold qualifications at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

