

Rainbow Pre-School Goole

North Street, Goole, North Humberside, DN14 5QT

Inspection date

12/05/2014

Previous inspection date

14/02/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Staff encourage children to do as much as possible for themselves, which raises their self-esteem and motivates them to try new things.
- Arrival and departure times are well monitored by staff to ensure no unauthorised person enters the building and children do not leave unsupervised. This helps to keep children safe.
- Parents and staff work closely together to help new children feel supported as they are being introduced into the pre-school.
- The manager understands the benefits of working in partnership with others to ensure all children receive the support they need to learn and make progress.

It is not yet good because

- Some required information is missing about the checks that are carried out on staff and volunteers to ensure they are suitable to work with children.
- Staff do not consistently support children to learn to manage their feelings or teach them to understand the effects of their actions when they do not behave well.
- Staff are not always successfully involving parents to help strengthen children's learning between the pre-school and home.
- Self-evaluation is not sufficiently robust to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the pre-school accompanied by the manager.
- The inspector observed activities organised for children inside and outdoors.
- The inspector conducted a joint observation with the manager to support the evaluation of the quality of teaching and learning.
- The inspector looked at a range of documents, including a sample of children's assessment files, policies, procedures, planning information and other records.
- The inspector spoke with children, staff, the manager and parents.
- The inspector checked evidence of the suitability of staff and their qualifications to work with children, and discussed the manager's plans for improvement and the development of the pre-school since the last inspection.

Inspector

Jackie Phillips

Full report

Information about the setting

Rainbow Pre-School Goole registered in 1979 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee and operates from the Central Methodist Community Church in the town of Goole. It serves the local community and surrounding areas. There is an enclosed outdoor play area. The pre-school opens Monday to Friday during term time only. Sessions are from 9.15am until 12.15pm on Monday and Thursday, and 9.15am until 2.15pm on Tuesday, Wednesday and Friday. Children are able to attend for a variety of sessions. There are currently 56 children on roll in the early years age range. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs seven members of childcare staff. Of these, the manager and two staff hold qualifications at level 4, two hold level 3, one holds level 2 one has Qualified Teacher Status. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the records of the Disclosure and Barring Service checks for staff include the date a disclosure was obtained and who obtained it
- raise the quality of teaching that contributes towards supporting children's personal, social and emotional development to consistently good, or better, by ensuring that all staff know and understand the best ways to help children to be more aware of their feelings and recognise the consequences of their actions on others.

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

- develop ways to help parents be more involved in sharing their aspirations for their child's next steps in learning, in order to strengthen the learning that takes place between home and the pre-school
- implement robust self-evaluation procedures to inform priorities and set challenging targets for improvement.

Inspection judgements

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

Staff plan and provide children with a range of activities that cover most of the areas of learning reasonably well. However, there are some aspects of learning that are less well planned for. There are inconsistencies in the quality of teaching that contributes towards how staff support children's personal, social and emotional development. This particularly applies to how staff help children to understand how to manage their feelings and emotions and recognise the effect that their poor behaviour has on others. This means that some children are not fully supported in understanding how to express their feelings or accept the feelings of others. They are not developing sufficient awareness of how to keep themselves and others safe or how to stop themselves from doing something they should not do. However, staff do help children to develop in confidence and independence. They encourage them to do as much for themselves as possible, for example, by making their own choices about what they would like to play with and deciding whether to play inside or outdoors. This raises children's self-esteem and motivates them to try new things for themselves. Staff make assessments of children's progress and identify their next steps for learning. This information is attractively displayed to share with parents. Staff are keen to work with parents to enhance the knowledge that they have about each child. They provide parents with lots of photographs to share information with them about their child's learning in a meaningful way. Staff are not always successful at exploring ways to support parents to share with them their ideas for their child's learning. This reduces the strength and continuity of learning for each child that takes place between the pre-school and home. It means children make steady rather than good progress in their learning.

Staff understand their role in preparing children for their move to other settings, such as school. They encourage children to recognise their full name when it is printed on a card. Children confidently find their name as part of the registration system. Staff plan activities, that they lead, alongside a range of activities that children choose for themselves. This provides children with a good balance of learning opportunities between those that are directed by a member of staff, through shared learning with other children or by trying things out for themselves. When sweeping up the fallen sand on the floor, a member of staff promptly responds to children's interests as they make patterns with the soles of their shoes in the pile of sand. A lively discussion takes place about the comparison in size between the children's and staff's feet, using mathematical language, such as smaller and bigger. This shows staff make good use of spontaneous opportunities for children to learn. The varied range of toys and equipment includes many resources to encourage children to be curious and investigative. They are very interested in electronic equipment, natural resources and the many different ways they can make marks as part of their early writing skills. Children understand that the binoculars they use make things bigger and that the torch is used to shine. They respond eagerly when asked to count the circular wooden pieces they use to build a tower. When a member of staff suggests that a child turns a piece of misshapen wood round to make it fit, and asks 'Does that work?', the child readily investigates and confirms that 'Yes, it does'. This shows that staff are encouraging children to be confident to explore ways to solve a problem as part of the range of skills

that they will need to be ready for school and their future learning. They inspire children to be active in their learning and develop positive attitudes to find things out for themselves and have a go.

The majority of children separate from their parents confidently and settle quickly when they enter the pre-school. Staff and parents use this time well to exchange information. This helps staff to understand the needs of the children and get to know about important events in their life. Staff share any concerns they might have with parents about their child's development to find ways to support the child so that learning can continue. They are keen to monitor children more closely to find out about any problems and to work closely with parents and professionals to ensure children receive any additional support that they need. Staff are proactive in ensuring that communication is not a barrier for those children and families who speak English as an additional language. They are keen to find out from parents their wishes regarding the preferred language their child will use while at the pre-school. They purchase resources for children to use that relate to their home language and have contact with interpreters should this be necessary. Staff invite parents to join in the pre-school sessions or to share their skills and talents with the children. Many of the current volunteers who regularly work at the pre-school are parents whose children used to attend. In the past, parents have helped out during children's trips and outings or have shared experiences with the children linked to the country of their birth. This shows that staff and parents work together to help children learn, make progress and benefit from a wide range of different opportunities.

The contribution of the early years provision to the well-being of children

From the start, each child is allocated a key person to help them to form a close relationship to a special adult. There is a flexible approach towards this, which means that if a child develops an attachment with another staff member, the key person is promptly changed according to the child's preference. New children who join the pre-school, and who show signs of struggling to settle in, are shown great empathy. Their parents are contacted promptly and, on their return to the pre-school, are invited to talk about and share their ideas with their child's key person regarding the different ways in which the child can be supported over time to make the adjustment. This shows that staff are very aware of the importance of children's emotional well-being and the impact that this has on their welfare and ability to deal with change. Warm and friendly relationships are clearly evident between children and staff, which helps children to develop in an environment where they feel safe and secure.

The playroom is made welcoming through interesting wall displays and photographs. There is evidence of numbers and letters around the room, which helps children with their early reading and mathematics. A cosy, comfortable book area encourages children to use the many books while also providing a place for them to rest and relax. Storage units and baskets of toys are at a low height, helping children to make their own decisions about what they choose to play with. As part of the routine, children learn about becoming independent in using the toilet and about washing their hands, particularly before they eat their healthy snack of fresh fruit. Staff encourage children to make their selections from a variety of fruit and serve themselves the drinks. This keeps children involved and

interested in what they are eating and helps them to develop self-help skills. Children take part in practising the evacuation procedure so they know what to do in an emergency. This keeps them safe and supports their understanding about safety routines. Generally, children behave well and enjoy playing with their friends. Weaknesses in the teaching mean that, at times, staff do not always guide children with clear explanations of the consequences of their actions.

Most children will attend local schools when they leave the pre-school. Staff help children to understand this by making links with the schools and teachers. They talk to the children, show them photographs and plan visits so that they know what to expect when they go to school. This helps them to be emotionally well prepared for the change and the next stage in their learning. Children are taken on trips to places of interest that include the library, a local theatre, shops, the garden centre and museums. This raises children's understanding of the world in which they live and develops their confidence to take part in different learning experiences that take place away from the pre-school. Children use an enclosed outdoor area that leads directly from the playroom. They transfer easily between the indoor and outside areas according to their choice. A varied range of interesting outdoor play and learning experiences are provided that include children working with different construction materials and climbing and balancing equipment. This helps children to appreciate that outdoor play and physical exercise in the fresh air is important as part of a healthy lifestyle.

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

The manager has details of all of the reference numbers of staff and volunteers that relate to the Disclosure and Barring Service checks that are carried out to ensure they are suitable to work with children. However, the records do not contain all of the legally required information, such as the date each of the reference checks were obtained and who obtained them. Staff attend safeguarding training and know the procedures to follow if they have any concerns about a child's welfare or well-being. They also know the appropriate action to take if they have any concerns about another member of staff's behaviour or practice. Written safeguarding procedures, local guidance and appropriate contact details of professional agencies are in place. New staff are offered an induction after being selected through the pre-school's safe recruitment process. This means they are well equipped with the information they need to care for the children and soon feel part of the team. The pre-school has a number of written policies, procedures and risk assessments established to share with parents and ensure the smooth operation and management of a safe setting. Arrival and departure times are well monitored by staff to ensure no unauthorised person enters the building and children do not leave unsupervised. This helps to keep children safe.

The manager supports and monitors the performance of her staff and team of volunteers by working conscientiously alongside them at each session. In addition, she holds meetings and staff supervisions and organises annual appraisals. There are opportunities for staff to attend training events to update their skills, which helps to enhance their practice. The safeguarding and welfare and the learning and development requirements of

the Statutory framework for the Early Years Foundation Stage are understood by the manager and her team. However, the monitoring of children's learning and development is not thorough enough to improve the quality of teaching or ensure that learning experiences for children are consistent. For instance, not all staff know, understand and implement an appropriate range of teaching methods to support children's behaviour and the management of their varied range of feelings and emotions. Staff praise children when they do well and choose children at each session, who have achieved something special, to receive a certificate to take home. This helps children to understand the positive aspects of behaving well.

The partnerships that staff form with parents make a sound contribution to children's well-being, learning and development. They are invited to share details about their child when first introduced into the setting. This includes their opinions on their child's development in each of the seven areas of learning. This information forms an appropriate starting point for the assessment and consequent tracking of each child's progress while at the pre-school. Partnerships with others, including childminders and staff who work at the local children's centre, are established. The manager recognises the value of working in partnership with others to continue, contribute to and sustain children's learning and development. Recommendations raised at the last inspection have been well met. The result is children have better access to the resources to make their own decisions, alongside the provision of a book of photographs so that they can still choose from the range of toys that are in storage. The result of improved planning is that this is now led by the interests, learning and development needs of the children with their next steps for learning as the main focus.

Parents and children contribute towards the pre-school's evaluation of their practice. Parents take part in a survey and children are regularly involved in the decision making about the resources they choose to use. Parents spoken to during the inspection comment that they find the staff team friendly and approachable and welcome the discussions that take place to support their child. Parents of children who have been at the pre-school for some time or whose older children have used the group comment that their children are, and were, 'ready and well prepared for school'. The manager has some good ideas for the future improvement of the pre-school. Her ideas for the development of the pre-school and the accommodating way in which she works with the proprietors of the shared building are realistic and meaningful. However, the process for self-evaluation is not sufficiently robust to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	314596
Local authority	East Riding of Yorkshire
Inspection number	876947
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	56
Name of provider	Rainbow Pre-School Goole Committee
Date of previous inspection	14/02/2011
Telephone number	07505 205530

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Store St
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