

# Rainbow Pre-School

School Lane, Newton Poppleford, Sidmouth, Devon, EX10 0EL

## Inspection date

Previous inspection date

16/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
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 support children well with the acquisition of language skills and this helps children to make good progress in their communication and language development.
- Children are happy, confident and comfortable in their surroundings. The key-person system works well to help children settle quickly, which supports their personal, social and emotional development.
- Staff work closely with external agencies to provide individual support for children with special educational needs and/or disabilities, to help them make progress in their learning.

### It is not yet good because

- The committee does not have a thorough understanding of their roles and responsibilities to ensure that all statutory requirements are fully met.
- Staff do not consistently consider the organisation of resources, particularly in the garden, to enhance children's learning experiences further.
- Partnerships with other settings that children attend do not support the sharing of information regarding children's development, to implement complementary learning experiences.

## 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 examined a range of documents.
- The inspector talked with some parents, children and staff.
- The inspector observed children's play both indoors and outdoors.
- The inspector held discussions with the manager.
- The inspector and manager completed a joint observation.

## Inspector

Sarah Madge

## Full report

### Information about the setting

Rainbow Pre-School registered in 2001. It is located on a site adjacent to the primary school in the village of Newton Poppleford in East Devon and is run by a voluntary committee. The premises comprise a mobile classroom with two teaching rooms, toilets and kitchen. There is also an enclosed outside play area. There are currently 17 children on roll in the early years age range. The pre-school is in receipt of funding to provide free early education for three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities. A team of six staff work with the children, all of whom have appropriate childcare qualifications. The pre-school also employs a cleaner. Sessions are from 9am to 3pm Monday to Thursday and 9:10am to 12 noon on Friday, term-time only. A toddler group operates on Fridays, from 1:30pm to 3pm. The pre-school receives support from the Pre-school Learning Alliance and the local authority.

### What the setting needs to do to improve further

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

- develop the committee's knowledge and understanding of their roles and responsibilities to ensure statutory requirements are adhered to, including completing suitability checks for all adults connected to the setting.

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

- review organisation of resources, with particular regard to outdoor play space, to further support children's learning and development
- strengthen partnerships with other settings that children also attend, to provide complementary learning experiences.

## Inspection judgements

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

The pre-school provision successfully meets the needs of all children. Staff plan activities to cover all areas of learning and support the children's development. Staff monitor children's interests closely to enable them to plan activities that will engage and motivate the children. This means that children develop a positive attitude to learning, in preparation for school. Staff complete routine assessments of children to monitor their progress over time. They regularly create a written report for each child to review

children's next steps and share these with parents. These systems help children to make good progress in their learning. Staff understand their responsibility to carry out progress checks for children aged two years, to identify their strengths and any gaps in their learning at this early stage.

Staff implement a good range of teaching techniques. This has a positive impact on children's learning and development. They actively help children to gain the skills they need for the next stage of their development and school. Staff sit with children and talk to them about what they are doing. They use effective questioning techniques with children to extend their learning further and develop their thinking skills. For example, staff rephrased children's comments to encourage their extended responses, such as 'why is the water swimming?' Staff use picture cards and signing to support the communication of children with special educational needs and/or disabilities. Consequently, children are very confident communicators. Staff encourage older children to count during daily routines and they do so competently. For example, they counted their friends during registration. Children's mathematical development is extended when staff introduce children to measurement. They discussed with children whether buckets were full or empty, and compared the size of chalk silhouettes of their friends. Children confidently explored wet sand, mud and paint, which develops their fine muscle skills and helps them to understand the meaning of marks. Young children demonstrate good mouse control while using simple educational programmes on the computer.

Staff encourage parents to share useful information about their child when they start at the pre-school. Regular discussions with children's key persons provide good opportunities for parents to take an active role in their child's learning. Parents are encouraged to share children's learning at home so that they work together with staff for the benefit of their child. Partnerships with external agencies are also effective in providing individual support for children with special educational needs and/or disabilities, to help them make progress in their learning. Staff implement personal educational plans and provide resources to support children to promote their inclusion, such as illustrated time lines. This all means that strong partnerships enable staff to focus closely on meeting children's individual needs.

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

Staff provide a welcoming and safe environment for children. Overall, play areas are exciting and challenging, with plenty of toys and equipment available. Activities are set up in the garden for children to move freely between indoors and outdoors. However, these are not always well organised to ensure that they fully motivate children to extend their learning. For example the mud kitchen and sand pit contained too little mud and sand for children to fully explore purposefully. Additionally electronic toys were not charged in advance to ensure they are ready for children to use, which has an impact on the children's learning.

Children are confident and settled at the pre-school. Staff are ready to greet children and parents, and support the settling-in process. Each child is allocated a key person whose

role is to focus on their individual needs, support their learning and liaise with parents. Consequently, children build warm relationships with staff. Staff interact well with children and provide them with positive role models. They encourage children to take home the 'Rainbow Bear' to form links between home and the pre-school, which supports their emotional development. Children behave well because staff provide them with clear guidance and routinely praise and encourage their achievements. Staff have introduced the use of time-turners to help children learn to share and children use these independently to help them solve problems as they arise. Children learn about the consequences of their actions. This means that they respect the boundaries. They have many opportunities to be independent and manage tasks for themselves. For example, children help to prepare the fruit and pour their own drinks.

Staff promote healthy lifestyles with the children. They encourage them to play outdoors in the fresh air each day and engage in plenty of exercise to support their physical development. Children learn about the importance of washing their hands to prevent the spread of germs. They eat healthy snacks which include plenty of fruit. Staff supply information to parents to help them provide appropriate packed lunches for their children. Staff use risk assessments to monitor the suitability of the premises. Children practise regular fire drills to learn to evacuate the pre-school quickly and safely in the event of an emergency. Staff have an appropriate understanding of child protection issues. They have procedures to refer to and contact information for relevant agencies, to promote children's welfare. However, the committee has not sought appropriate checks for all adults connected to the setting, which is a breach of a statutory requirement. There is no significant impact on children because they are supervised appropriately by vetted staff.

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

Generally, management and staff have an appropriate knowledge of their statutory responsibilities. They maintain an accurate record of the attendance of both children and visitors to the pre-school and implement a broad range of policies to support the children's welfare, learning and development. The pre-school also shares them with parents to keep them informed of procedures that help staff safeguard their children. There have been changes to the committee and management team but the provider has not made certain that Ofsted are fully aware of this, so that required suitability checks can take place to help to ensure the pre-school protects children's welfare effectively. It is an offence to fail to do so. However, Ofsted does not intend to take further action. This breach of requirements has limited impact on children's safety as such individuals do not have unsupervised access to children.

Safe recruitment procedures are in place and all staff undergo the required clearance checks to assess their suitability to work with the children. Robust induction processes are in place, which helps staff to understand their roles and responsibilities towards the children. Staff are supported through appraisals and supervisions to improve their practice and outcomes for children.

The manager has a sound understanding of the strengths and aspects for further development of the pre-school. They have recently purchased additional equipment and resources to use to help them to prepare children for school. For example, children are learning to share as staff teach them to use time-turners. Parents are regularly encouraged to provide their feedback through questionnaires. These allow parents to feel involved in their children's learning and in helping drive improvements within the pre-school that will benefit their children. Staff meetings allow staff to review policies, monitor children's development and share suggestions to develop practice. Additionally, management encourage staff's continued professional development through further training. This demonstrates a commitment to improvement.

Partnerships with parents are strong. Parents comment that they are happy with the care provided for their children and feel that staff keep them well informed of their children's experiences. Staff link with other settings that children attend to share information regarding children's interests and care routines. However, they do not share information regularly about children's learning and development to provide complementary learning experiences for each child to support them to make good progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	155323
<b>Local authority</b>	Devon
<b>Inspection number</b>	802362
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Rainbow Playgroup (Newton Poppleford) Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07790577384

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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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