

The Rainbow Ark Pre-School

Mundella Primary School, Black Bull Road, FOLKESTONE, Kent, CT19 5QX

Inspection date	19/09/2014
Previous inspection date	14/03/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not have sufficient awareness of potential hazards to implement suitable measures to keep children safe at all times.
- Staff do not provide the children with a stimulating and engaging environment that supports all children to become motivated to learn and make progress in all areas of learning and development.
- Staff do not support all children to develop their self-reliance as not all facilities or activities are designed to allow them to use them independently.
- The quality of teaching is weak and inconsistent; consequently, staff fail to support and extend children's learning, particularly relating to communication and language skills and mathematical development.

It has the following strengths

- Staff have developed positive relationships with the children and their families, offering a friendly and caring environment.

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.

Inspection activities

- The inspector sampled relevant documentation, including children's developmental records.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector sampled some safeguarding policies and procedures and risk assessment records.
- The inspector took into account the views of parents spoken to on the day.
- The inspector completed a joint observation with the manager.

Inspector

Sara Garrity

Full report

Information about the setting

Rainbow Ark Pre-school registered in 2012. It operates from Mundella Primary School, in Folkestone, Kent. The pre-school has access to a classroom and the school toilets, which are shared with the reception class children. The pre-school is accessible to people with disabilities, with access for wheelchair users available through the main front door entrance to the school on Black Bull Road. All children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9am to 12pm, term time only. The pre-school is registered on the Early Years Register and there are 15 children on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and also children who speak English as an additional language. There are four members of staff, including the manager who holds a degree level qualification; all other staff hold appropriate qualifications at National Vocational Qualification level 3. The pre-school receives support from 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 use of robust risk assessments to cover all areas the children come into contact with, making sure all staff are aware of the potential hazards and risks, and understand how to manage these effectively
- put in place appropriate monitoring systems to support all staff to develop the skills and knowledge required to provide quality teaching and learning experiences for all children, particularly for communication and language and mathematical development
- provide all children with opportunities to engage in activities that reflect the planning and focus on their emerging interests and stages of development, ensuring that all children play in a stimulating well-resourced environment, where the quality of teaching is good and sufficiently challenges children and motivates them to learn
- increase opportunities for children to develop their learning and growing independence so they can practise doing things for themselves during daily activities and routines, particularly by ensuring all children are able to easily access sinks to wash their hands as well as activities set out in the playroom.

Inspection judgements

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

The pre-school does not meet the needs of all the children who attend because the provision for their learning and development is weak. The quality of teaching is inadequate as staff fail to challenge and engage children in their learning through purposeful play. This has a significant impact on the progress children make in readiness for school. The pre-school environment does not always reflect the planning in place, and staff fail to use opportunities to move the children forward and engage them in interesting activities. For example, new words the staff have planned to introduce to the children are not visually explained with the relevant resources or activities to enable the children to make connections and learn that words have meaning. Therefore, staff are not supporting children's communication and language development effectively. Staff also do not make sure that children are all able to access resources easily, such as the mud tray, which hinders their learning through play.

Children arrive at pre-school ready to meet with friends and sit down to engage in one of the activities set out. Staff have some understanding of the individual needs of their key children and greet them warmly as they enter the playroom. Staff regularly observe the children to determine their care needs and stage of development. The assessments the staff complete on the children are stored in their individual learning journeys. Staff monitor the children's progress and use the information gained to inform planning. However, this planning is not always put into practice and, therefore, children do not make the best possible progress in their learning.

The self-storage units make it easy for the children to access some of the available resources independently; therefore, children are able to make some decisions about their play. They have space to spread out on the floor as they explore making marks and patterns on the large pieces of paper as well as with the chalk on the playground. During the inspection, the children enjoyed making pretend dinner for friends in the role-play area; they chatted as they set up the table and placed the food in the microwave before turning it on. Such activities enable the children to act out different situations using their imagination and draw on prior knowledge and experiences to help them to make sense of their world. Staff set out the pre-school with a variety of resources for the children to choose from. However, the environment is unimaginative and does not reflect the children's next steps or interests as identified in their assessments. Subsequently, the play activities on offer do not sufficiently challenge the children.

Most staff get down to the children's level to interact and talk with them. They repeat words to reinforce the correct pronunciation and encourage the children to join in singing nursery rhymes and songs. However, staff miss opportunities to fully expand the children's knowledge by asking questions that start with why, how and what to develop their thinking. They also fail to introduce mathematical concepts and vocabulary into activities. For example, during the inspection, staff did not explore with the children which was the biggest item or which container held the most sand. Staff do not provide adequate opportunities to move the children forward in their learning and development. As a result,

they are not making acceptable progress because they are distracted, lack enthusiasm and the motivation for learning.

Staff work with other agencies to assess the individual needs of children with special educational needs and/or disabilities and children who speak English as an additional language. This helps staff to put together the support needed to prevent them from being disadvantaged. Staff have received training in sign language; however they do not use these systems efficiently to fully support all children's communication. The staff work closely with parents and spend time talking to them about the Early Years Foundation Stage curriculum as part of the settling-in procedure. They encourage parents to add comments to their child's learning journey and have a special meeting to discuss the progress check at age two.

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

Most children at the pre-school appear content and happy as they play and explore the selection of resources on offer. However, the children's lack of purposeful play and their lack of engagement and interest have a detrimental impact on their well-being. In addition, staff do not make sure that they provide a safe environment for the children. This results in them being able to play with cars in a muddy sludge-filled drain, compromising the children's healthy and safety.

Staff provide a welcoming and secure environment where the children move around freely, knowing an adult is close by. The established key-person system ensures that staff have the appropriate information required to support the individual children's care needs. As a result, children form attachments with their key person as well as the other adults in the pre-school. The staff provide the children with set routines so that most children are aware of what happens next throughout the morning. Most children play sociably together and generally they behave well, despite the lack of challenging play experiences. The staff praise the children's attempts as well as their achievements to foster their self-esteem and well-being.

Most children are able to take themselves to the toilet and wash their hands independently. However, not all children are able to easily reach the sinks unaided, therefore restricting their ability to develop independence skills for the future. Staff remind the children to wash hands before snack time and support those who need it. The children have fruit and toast on offer as soon as they come into the pre-school, supporting healthy diets. Later in the morning the whole group sit down for snack time. This is a social occasion where all children sit with their key person to enjoy a healthy snack of cereal or fruit. Staff support the children to pour their own drinks by placing the milk in small jugs for them to use. However, opportunities to further develop the children's independence by allowing them to serve themselves are lost as staff pour the cereal into the bowls. This limits the children's experiences in relation to their personal, social and emotional development. The children have their individually named water bottles, which they are able to access throughout the morning.

The playground time enables the children to engage in healthy physical activities, as they ride bicycles as well as run around in the large space. The children learn to negotiate with friends to see how fast they can go on the seesaw, before slowing down. Therefore, children are learning to keep themselves and friends safe. The children delight in being outside in the fresh air and are beginning to learning about a healthy lifestyle.

The pre-school has developed clear links with local schools as well as the school they are attached to. The teachers visit the pre-school and staff place the different uniforms in the role-play area to help the children to familiarise themselves with the items, as well as practise dressing in preparation for the next stage in their lives.

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

The staff have insufficient understanding of how to meet the learning and development requirements through effective teaching and good quality educational programmes. This means that children lack opportunities to gain new skills and be challenged in their learning so they make progress in preparation for school. The manager monitors the staff's practice but this is not effective or robust enough to address weaknesses and drive and sustain improvement. Therefore, staff do not demonstrate the skills needed to provide the children with appropriate resources and experiences to challenge and motivate them to learn. Staff do not always adapt activities and daily routines to make them accessible to all children to develop their independence and the personal care skills needed at school.

The pre-school fails to safeguard children's welfare, resulting in a breach of requirement. The staff carry out daily checks on the environment but do not appear to understand the importance of checking everything the children may come into contact with. This means children are able to play in unsuitable areas outside, compromising their welfare.

The manager demonstrates a commitment to self-evaluation and endeavours to drive some improvement in practice. The pre-school has addressed most recommendations raised at the last inspection with the help and support of the local authority. They maintain the security of children as they have adopted more stringent security measures. They lock gates and doors securely and verify visitors' identification before they are required to sign in.

Sound recruitment procedures are in place, including checking references and completing vetting prior to new staff taking up their position at the pre-school. This helps to ensure children are only cared for by suitable adults. The manager has induction procedures in place as well as ongoing support for staff with one-to-one supervision meetings as well as yearly appraisals. This is to help her to monitor staff's performance and support their professional development.

Staff liaise with other professionals and the local authority to support children with additional needs. The pre-school has developed close links with the local children's centre and encourages parents to attend the groups run there. Staff have developed close links

with some parents; they provide them with daily updates about their children as well as leaflets and a designated notice board for planned events. This helps parents be more aware of how the staff care for their children. Most parents spoken to were pleased with the support they received from the staff and were very happy that their child settled well and was eager to come to pre-school.

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

Unique reference number	EY423461
Local authority	Kent
Inspection number	753010
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	15
Name of provider	Folkestone Rainbow Centre
Date of previous inspection	14/03/2012
Telephone number	07979323260

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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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