

# Weeley Rainbow Pre-School Ltd

St Andrew's Primary School, Clacton Road, Clacton On Sea, CO16 9DH

## Inspection date

Previous inspection date

17/09/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

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

2

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

2

## The quality and standards of the early years provision

### This provision is good

- Children are protected from harm as practitioners demonstrate a secure knowledge and understanding of their responsibilities with regards to safeguarding children.
- Practitioners demonstrate a secure knowledge of how children learn, and therefore, the quality of teaching is good. Children's progress and achievements are accurately tracked as the manager has implemented effective assessment procedures. Planned activities focus on children's individual learning needs and as a result, they make good progress.
- Children form close relationships with their key persons, who are extremely attentive to their needs. This helps them to feel secure in the pre-school.
- There are strong partnerships with the parents and practitioners at other early years settings children attend. As a result, information is shared; children settle very quickly and are offered continuity of care.

### It is not yet outstanding because

- Children's thinking, decision making and independence skills are not fully supported at meals times. This is because the routine does not enable them to serve food, make decisions, set tables and clear away after themselves.
- Children have fewer opportunities to learn about and take care of the environment, as they are not consistently taught about the importance of recycling food and waste packaging.

## 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 observed activities in the indoor and outdoor learning environments.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with the children, staff and chairperson.
- The inspector looked at a sample of children's learning journey records, planning documentation and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff suitability and qualifications.
- The inspector carried out a joint observation of children's activities with the manager.

## Inspector

Lynn A Hartigan

## Full report

### Information about the setting

Weeley Rainbow Pre-School Ltd was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of St Andrews Primary School in Clacton, Essex, and is a part of a limited company. The pre-school serves the local area and is accessible to all children. It operates from a demountable classroom and there is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, and/or 3; also the manager holds a level five qualification. The pre-school opens Monday to Friday during school term. Sessions are from 8.50am until 3pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide more opportunities for children to develop independence skills by maximising their involvement in the preparation and serving of meals
  
- build on children's developing awareness and understanding of how to care for their natural environment, for example, by providing opportunities to learn about recycling and composting waste foods and packaging.

### Inspection judgements

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

Practitioners have a secure knowledge and understanding of how to promote an interesting and challenging educational programme for children. This means children make good progress in their learning and development relative to their starting points. Practitioners have high expectations for children in their care and teaching is good. Children are offered a wide variety of learning opportunities both indoor and outdoors, all year round. Development of the outdoor play space continues but is already a stimulating learning environment, and offers many exciting and interesting challenges for children. Children relish their time outdoors and confidently explore using a wide variety of quality resources. The recent introduction of a mud kitchen is very popular and children show sustained levels of interest, immersed in their imaginary and creative play in this area. Children are encouraged to learn through exploring and investigating. For example, they have great fun using magnifiers to search for insects. They show fascination in the size of

pumpkins they planted as seeds before the summer break, using tape measures to plot their growth. Children benefit from some good opportunities to make choices and decisions for themselves, such as, where they want to play and what resources they use. These are easily accessible for them to self-select and initiate their own games. However, routines at mealtimes restrict children's choices, decision making and independence. There are limited opportunities for socialising and taking responsibility for themselves. This is because the school hall is noisy and meals are served ready for them and are cleared away by practitioners after they have finished. Furthermore, learning is not extended as there are few opportunities for children to participate and learn about recycling of packaging and composting waste food. Consequently, their understanding of this aspect of the wider world is limited. Therefore, there is room to improve this routine so that children benefit more greatly from the experience.

All practitioners are qualified and are committed to ongoing training. This means children are taught by staff that have a secure knowledge of how children learn. Accurate information regarding children's abilities is recorded within 'All About Me' documents and a communication journey booklet. Careful observations are made, which enables staff to plan more precisely and offer sufficient challenges for all children. Parents are positively encouraged to contribute regularly to their children's learning and development records. Parents are welcomed into the pre-school and are able to settle and engage in play with their child. They are provided with opportunities to understand how children are taught and how to support learning at home. Parents are kept informed of children's daily progress through regular feedback from their child's key person. This means children's learning is shared and they receive continuity of care and learning. As a result, children are progressing well. This includes, children who are learning English as a second language and those with special education needs and/or disabilities. Good support is in place for children who need additional help as the pre-school ensure children receive very good attention by providing more than enough practitioners to meet ratio requirements. The manager is pro-active and has established positive links with other professionals, who can help and offer advice in supporting children who may require extra help. Strategies to support children to communicate are varied and effective. For example, signing is encouraged and visual prompts and time lines are used to enable children with limited language to express themselves and feel secure. The children's home language is embraced and texts in different languages are displayed around the setting, this helps the staff communicate with them easier. This supports all children's learning.

Children have many opportunities and encouragement to make attempts at early writing skills. Children have access to writing materials in all their play activities. Children busy themselves on the telephone, writing notes while playing in the office area. Others enjoy using notebooks and pencils or large chunky chalks on the floor when playing outdoors. Children make good attempts at writing their own names on their art work. Practitioners have meaningful and positive interactions with the children and respond to children's spontaneous requests appropriately. For example, children decide to count groups of toys but the resources already out are too easy. These are swiftly changed to offer more challenge and this quickly interests groups of children, who thrive on counting the bottle tops, recognising numbers in sequence and grouping the toys. Practitioners are skilful in how they respond to children's questions. For example, children comment they have no

space to line up numbers. Practitioners respond by encouraging children to think how they can make more space rather than just sorting the toys for them.

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

Children are excited and happy as they arrive at pre-school. This is because they are welcomed into a very child friendly and exciting play environment. An effective key-person system is in place, which also helps them to settle quickly. The close attachments children have established with their key person, means children's emotional well-being is good which helps them to develop the confidence they need for the next stage in their learning or when they move onto school. Parents are fully informed regarding the importance of the role of the key person and this is evident through conversations with parents at the time of inspection. Information for parents is displayed within the pre-school and they are positively encouraged to continually share what they know about their child. For example, an achievements board, 'wonder wall' and parent's thoughts and comments board encourage parents' views. Practitioners work closely with parents to ensure there is a collaborative approach to supporting changes in children's routines. For example, practitioners and parents work together when children make the transition from nappies to potty training.

The premises are safe and secure because practitioners identify and minimise any potential hazards through the use of ongoing risk assessments. These include robust risk assessments within the kitchen, where food preparation takes place. Staff teach children how to use equipment safely and they have developed simple rules that are understood by the children. For example, children have great fun practising their pedalling and steering skills when using the ride on toys, but are reminded how to play safely. Arrows are drawn on the floor to encourage the flow of traffic in one direction as children, facilitated by practitioners, decide this is a safe way to avoid accidents. The effective use of a timer supports turn taking. Children understand the simple rule and monitor for themselves how this is used. Children's behaviour at the pre-school is good overall. This is because practitioners are good role models, and teach children; what is acceptable behaviour through the consistent clear messages and guidance. As a result, children show consideration to their friends, are able to wait and take turns and share with one another. Children are taught about being healthy and are able to exercise daily in the fresh air outdoors or at warm up sessions at the end of the morning. Nutritious snacks are offered during the day. Children are familiar with the daily routines and know to wash hands before eating without any prompting. Children independently take care of their most of their personal needs.

Children play in an organised, welcoming and well-resourced environment. Defined areas of learning are equipped with appropriate resources and children can access all resources easily. Risk assessments are completed with very young children in mind. For example, consideration is given to ensure toy boxes are not too heavy for two year olds to manage, and whether they can reach them easily without having to ask for help. Children continually use a cosy well-stocked book area to enjoy stories. Younger children also use this space to sit quietly to reflect, talk to their friends or relax and sleep if required. Children are confident and have lots of contact with the host school. They excitedly talk to

the teachers and children who visit, and chat to the children over the garden fence. They also spend time using some of the facilities at the school. This enables children become familiar with the school environment and supports their confidence when they move onto the next stages in their education.

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

Children are protected from harm as the committee, managers and practitioners demonstrate a secure knowledge of their responsibilities, with regards to protecting children. The designated person completes appropriate training to enable them to support practitioners through any safeguarding issues. The manager is extremely reflective and reviews all policies and procedures, ensuring they continue to work in practice. Practitioners promote children's welfare by implementing secure procedures to ensure their safety. This includes the safe recruitment, vetting and induction of staff, to check their suitability to work with children. Children are well cared for in a safe and secure environment. Play areas are monitored daily to ensure children's safety at all times and hazards are minimised through safety checks before they arrive. Good communication and clear, defined job descriptions means everyone is fully aware of their roles and responsibilities. Children benefit as they are offered a broad range of learning and development opportunities within the educational programme. Good observation, assessment and planning help to ensure that children are making good progress and each child's individual needs are being met. The manager routinely completes audits and monitors how well children learn in all areas so that any gaps are quickly highlighted. This includes an assessment of how boys and girls learn, and how well the setting is supporting those learning English as a second language and children with special educational needs and/or disabilities. This means the manager has a precise understanding of children's progress and abilities. This in turn assists more focussed planning and observations to ensure each child is fully supported in their development.

The team of practitioners work proficiently together, morale is high and they are committed to provide children with a quality provision. This is because they feel valued, their skills and ideas are welcomed, and they receive support in their own professional development. Therefore, children are cared for by a team of practitioners who have high expectations for them and display a drive for continuous improvement. This is successfully achieved through daily discussions and regular meetings to evaluate the provision. Information gained from these inform future development priorities so that, children's attainment is raised to a high level. Good partnership working takes place with the host school, and other settings delivering the Early Years Foundation Stage, that children may attend. This enables the sharing of good practice. Parents and children's views are valued and welcomed to clearly identify the strengths and weaknesses of the provision. The pre-school demonstrates a good capacity for improvement. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice.

Partnerships with parents are strong. Parents comment very positively on how well their children settle and make progress. They are very familiar with their child's key person but

comment that all practitioners are friendly and approachable. Parents can access the pre-school website where useful information is regularly updated. They are presented with informative display boards and regular newsletters to ensure, they are fully informed about all aspects of the pre-school. Good support and strong links with the host school means that children are well-prepared when moving on. Children enjoy visits to the reception class where they share activities. These links enable children's smooth transition into school. When needed, practitioners work proactively with parents to engage with external agencies and services to secure appropriate interventions for children, which ensures that all children are effectively supported to make good progress.

### **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. 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>	EY476224
<b>Local authority</b>	Essex
<b>Inspection number</b>	961554
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Weeley Rainbow Pre-School Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07754052124

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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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