

The Rainbow Ark Pre-School



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

Inspection date

Previous inspection date

23 February 2015

19 September 2014

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Inadequate | 4 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The staff do not always consistently use the same behaviour strategies to develop children's knowledge of turn-taking and an understanding of how to respond to appropriate boundaries while playing.
- Some staff did not have a clear understanding of their key-person role when settling new children to the setting.
- Staff do not always make the most of the learning experiences to extend children's learning through their interests and abilities.

It has the following strengths

- Staff promote children's health effectively by encouraging them to follow good hygiene routines.
- The staff have strong links with the local school. Teachers visit the pre-school to enable children to meet them and move confidently to the Reception class.
- Staff place a good focus on supporting children's mathematical skills. They take every opportunity to introduce mathematical language in context to develop children's understanding.
- Since the previous inspection, the manager and staff have reviewed their practice and put in place new monitoring systems, planning and assessment to ensure that the environment is engaging and children are motivated to learn.

What the setting needs to do to improve further

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

- ensure all staff understand their key-person role to support new children to become familiar with the setting and build trusting relationships
- review behaviour strategies to ensure all staff consistently use the same methods to help children learn to manage their own behaviour.

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

- further develop staff's confidence when leading activities to make full use of children's interests and abilities to maximise the learning.

Inspection activities

- The inspector observed the quality of teaching and staff's interactions with children both inside and out.
- The inspector reviewed a number of policies and procedures, including those relating to safeguarding and risk assessments, together with the children's records.
- The inspector held a meeting with the registered person and manager.
- The inspector took account of the views of parents through individual short discussions.
- The inspector undertook a joint observation with the manager.

Inspector

Maxine Ansell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The staff plan the environment to allow the children free access to a wide range of toys and resources to help to develop their independence skills. Staff make regular observations of the children's play to plan activities to extend the children's abilities and interests. However, some staff lack the confidence to support the children to get the maximum learning from these activities. For example, some staff teach early reading skills when reading a book, while others spend time supervising the children to take turns rather than expanding their knowledge and questioning skills while they are playing.

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

The key person initially gathers information from parents about children's development, interests and routine. However, this information is not always effectively used to develop strong attachments to help children leave their parents confidently. Staff do not consistently use the same behaviour strategies to encourage children to follow simple instructions and take turns with the toys. Since the previous inspection, the staff have extended opportunities for children to develop their independence skills. There are low-level sinks within the room, increasing children's understanding of good hygiene. The staff have developed good links with external agencies to allow them to act quickly to support and plan for children with special educational needs and/or disabilities. The staff regularly exchange information about the children's progress with the parents through discussions and written information. Parents appreciate the support they receive, particularly for potty training and preparing their child for school.

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

The manager has a good understanding of her responsibilities to protect and safeguard the children. All staff understand the procedures to follow should they have any concerns about the children's well-being or a member of staff. The manager has worked with the local authority to develop her monitoring systems to ensure that accidents, incidents and the children's learning journeys are regularly monitored. The manager has reviewed and changed her risk assessment procedure to ensure that staff are aware of potential hazards and children are kept safe. She has reviewed her supervision meetings and training programme and staff have attended training to further their knowledge and understanding. Consequently, staff are able to provide activities and experiences to meet children's individual needs and therefore outcomes for children are improving.

Setting details

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|------------------------------------|---------------------------|
| Unique reference number | EY423461 |
| Local authority | Kent |
| Inspection number | 992196 |
| 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 | 20 |
| Name of provider | Folkestone Rainbow Centre |
| Date of previous inspection | 19 September 2014 |
| Telephone number | 07979323260 |

Rainbow Ark Pre-school registered in 2012. It operates from Mundella Primary School, in Folkestone, Kent. It 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 five members of staff, including the manager, who holds a degree level qualification.

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