

Rainbow Pre-School (Kettering)

Millbrook Centre, Churchill Way, Kettering, Northamptonshire, NN15 5BZ



Inspection date

12 May 2015

Previous inspection date

19 January 2015

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

Summary of key findings for parents

This provision is inadequate

- There are significant inconsistencies in the quality of teaching and learning. Staff do not meet the individual needs of all children. In particular, children with emerging special educational needs and/or disabilities, and those who speak English as an additional language. As a result, these children do not get all the support they need, to ensure that they make the best possible progress.
- Children's progress is not monitored closely enough. As a result, gaps in learning are not quickly identified, and the sharing of information with parents, schools and/or other professionals to support children's learning, is weak. As a result, some children make little progress from their starting points and are not well prepared for their move on to school or the next stage of their learning.
- The planning of group activities does not take full account of the needs of all the children taking part. Consequently, some children lose focus, which has a negative impact on their behaviour.
- Staff practice is not effectively monitored in order to raise the standard of teaching and learning, and ongoing supervision is not rigorous enough to fully assess staff's performance.

It has the following strengths

- Children are provided with a warm and welcoming environment, where they benefit from plenty of fresh air and physical exercise.
- Children's welfare is effectively safeguarded. All staff have access to training, which supports them to have a clear knowledge and understanding of how to protect children in their care.

What the setting needs to do to improve further

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

- ensure staff's assessment is consistently thorough enough to accurately identify children's level of achievement. In particular, children with emerging special educational needs and/or disabilities, and those who speak English as an additional language; ensuring that appropriate interventions are swiftly implemented to meet their needs and support their future learning and development
- ensure that the effectiveness of group activities is improved, in order that all children are supported to remain focused and interested in their learning, and so that positive behaviour is promoted
- ensure a regular two-way flow of information with parents and other settings, regarding children's ongoing learning, is developed so that children receive continuity and consistency, to help them make good progress in their learning and development
- ensure appropriate systems are in place to support staff's professional development through ongoing support and training so that the quality of teaching and learning is good.

Inspection activities

- The inspector observed the quality of teaching, and the impact this has on children's learning, in both the indoor and outside learning environments.
- The inspector and the manager conducted a joint observation.
- The inspector held a meeting with the manager, and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's action and development plans.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Linda Newcombe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The quality of teaching and learning is inconsistent. Staff lack sufficient knowledge and understanding of children's learning; assessment of their progress is not always accurate. Staff are not using the observation and assessment systems in place, to identify any significant emerging concerns about children's development. For example, staff fail to identify the most appropriate next step in children's learning when gaps are evident. Therefore, the gaps in children's learning show little sign of closing. This results in poor educational support for children with emerging special educational needs and/or disabilities, because staff do not take swift enough action to involve other professionals when necessary. Parents are also not kept fully informed of children's development and where there may be a need for early intervention. The learning environment is suitably arranged to enable children to move around freely and follow their interests. For example, children benefit from being able to access the outside area freely. Some members of staff demonstrate skill in following children's interests. For example, a group children initiate building a structure from wood; the member of staff enhances their learning, by suggesting ways in which they can make it stronger. However, teaching across the pre-school is variable; and not all staff are sufficiently skilled to use effective strategies to extend and develop children's learning. During activities, staff sit and chat with children. Staff also ask questions about what children are doing. However, they do not routinely build on children's language skills. This is because they ask questions that often lead to one-word answers. As a result, opportunities to extend children's vocabulary and promote their speech are missed.

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

Children's personal, social and emotional development is not effectively supported, especially during group activities. Staff do not take into account the individual needs of all the children taking part. In particular, the needs of children who require additional support. Consequently, some children become unsettled and disruptive, and this has a negative impact on their emotional well-being. Staff encourage the children to learn about healthy eating. Children enjoy nutritious snacks, such as fresh fruit and raisins. Staff promote children's independence skills. For example, children are encouraged to cut up their own fruit and pour their own drinks. The outdoor area provides children with a range of opportunities to support their physical development, such as learning how to use tools and equipment safely. Staff help children to learn about keeping themselves safe. For example, children play at being builders; staff tell children about why they need to wear hard hats and how these protect their heads.

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

The management team has not yet addressed all the actions necessary to secure improvements. Consequently, actions taken to tackle areas identified as weaknesses have been insufficient or not sustained. As a result, insufficient progress has been made since

their last Ofsted inspection, in order to raise the quality of teaching and learning. Systems for checking the development and learning of different groups of children is still not effectively in place. Also, the quality of teaching and learning remains inconsistent. However, through discussion, the management team are able to demonstrate they have the capacity to make the necessary improvements. They have reviewed their practice and developed an action plan. This identifies their weaknesses and prioritises key areas for improvement. They are also receiving support from their local authority. All suitability checks are now in place for committee members, and all relevant changes have been notified to Ofsted. Several staff have attended training. For example, they have attended the Ofsted Getting to good seminar, and accessed Special educational needs and/or disabilities training. This training has helped to further develop their knowledge and understanding. However, the impact of any training has yet to be embedded into their practice. Partnership working with other settings and professionals is underdeveloped. Consequently, effective systems are not in place to share concerns or seek additional advice swiftly.

Setting details

Unique reference number	220018
Local authority	Northamptonshire
Inspection number	1004469
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	44
Name of provider	Rainbow Pre School (Kettering) Committee
Date of previous inspection	19 January 2015
Telephone number	07952 384211

Rainbow Pre-School (Kettering) was registered in 1974. It operates from a mobile building on the site of the Millbrook Centre, in Kettering. The pre-school opens Monday to Friday during term time only. Sessions are from 8.30am to 11.30am and 12.15pm to 3.15pm. The pre-school employs eight members of staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

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