

# Rainbow Early Years

Holbrook Primary School, Holbrook Lane, Trowbridge, Wiltshire, BA14 0PS



## Inspection date

18 May 2015

Previous inspection date

13 July 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- The key-person system is weak. This does not promote children's individual and emotional needs. As a result, some children do not feel secure at the pre-school.
- The quality of teaching is inconsistent; some staff do not make good use of their training. Not all staff extend children's learning; they do not always respond to children's ideas or encourage them to think for themselves. Nor do they ensure children can always access resources to promote their early writing skills.
- Staff do not always monitor and assess children's progress well enough. This means some staff do not ensure all activities and experiences engage children, and extend their learning to ensure all children make good progress from their starting points.
- Management does not have a fully effective self-evaluation system to identify and target key weaknesses for improvements that benefit children. They have failed to notify Ofsted of changes to committee members. However, this does not have a significant impact on children's welfare because the committee does not work directly with the children.

### It has the following strengths

- Children form strong friendships treating each other kindly and with respect.
- Children are able to explore in the garden with a variety of exciting resources that they can select independently. They enjoy planting and growing vegetables.
- Staff spend time organising an attractive playroom. The role play area encourages children to make believe; they benefit from using real objects in their pretend play.
- Staff build strong partnerships with parents; parents feel valued and part of the pre-school community.

## What the setting needs to do to improve further

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

- develop an effective key-person system to ensure children's care and learning is fully tailored to their needs
- improve methods of reviewing and assessing staff practice, and identifying staff training needs, to raise the quality of teaching to a consistently good standard, to help all children to make good progress
- improve the observation and assessment of children's learning and development to identify where children may not be making expected levels of progress and take appropriate measures to close gaps in their learning
- develop a literacy rich environment that improves opportunities for children to make marks during play to promote their early writing skills
- improve management's knowledge and understanding of changes that must be notified to Ofsted, with particular regard to changes in committee members.

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

- help children to represent their ideas in a wider variety of ways to promote their ability to work creatively, think for themselves and make decisions
- improve the self-evaluation process by rigorously identifying and targeting key areas for improvements to benefit children, and include the views of staff.

## Inspection activities

- The inspector observed the quality of staff's interactions with children during activities, indoors and outdoors.
- The inspector held a joint observation with the manager.
- The inspector spoke to parents to gain their views.
- The inspector sampled a variety of documentation, including children's learning and development records.
- The inspector held a leadership and management discussion with the manager.

## Inspector

Angela Cogan

## Inspection findings

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

The quality of staff's interactions with children does not always extend children's thinking or enable them to reach their potential. For example, several children were pushing cars around the floor for long periods of time with no interaction from staff to extend their learning. Children enjoy role play as they 'go shopping' and prepare 'food', but staff do not provide paper and pens so that children can write shopping lists. Observation and assessment are not robust. Some staff have gaps in their understanding of children's individual abilities and how to promote their next steps. Some staff do not know children's home language or how best to support children learning English as an additional language. Nevertheless, staff provide some interesting resources to encourage children to explore. Children develop their small muscle skills as they thread marshmallows and breakfast cereal hoops onto spaghetti.

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

Staff are not always aware of children's differing care needs due to weaknesses in the key-person system. For example, when children become anxious and worried, staff do not always know how to give children support. Therefore, not all children are always settled and happy. Children are keen to learn, but because staff do not always provide appropriate challenges based on children's interests some children become restless and despondent. Children enjoy daily fresh air and exercise. They play in a well-resourced outdoor area in all weathers and dress appropriately. Children plant and grow vegetables, learning about life cycles. They experience a variety of interesting physical challenges. For example, they climb over hay bales and an obstacle course. Staff manage children's behaviour consistently and fairly. Children develop positive relationships with their friends, gaining essential skills for their future learning.

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

Management and staff have attended safeguarding training. They understand their responsibilities and the procedures to follow should they have any concerns about a child or another adult. However, management has failed to notify Ofsted of changes to committee members as required. Management monitors staff performance through supervision meetings. This does not always have a positive impact on practice and fails to identify all staff training needs. Self-evaluation is not fully successful to drive improvement. For example, management has developed a rota system to deploy staff; this is not always effective. At times, staff are occupied with domestic routines and do not respond well enough to children's learning needs. Staff liaise with parents and school staff to implement effective procedures to help children to move on to school with confidence.

## Setting details

<b>Unique reference number</b>	145813
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	825875
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Rainbow Early Years Committee
<b>Date of previous inspection</b>	13 July 2009
<b>Telephone number</b>	01225 774478

Rainbow Early Years registered in 1993. It operates within the grounds of Holbrook Primary School, in Trowbridge, Wiltshire. The pre-school is open each weekday, from 9am to 3pm, during school term times. A committee of parent volunteers manages the pre-school and employs the manager and 13 members of staff. All staff hold relevant early years qualifications at level 2 and above. The manager holds Early Years Professional Status.

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