

Rainbow Pre-School (Thrapston)

Sports & Social Club, Chancery Lane, Thrapston, Kettering, Northamptonshire, NN14 4JL



Inspection date

30 June 2015

Previous inspection date

12 February 2010

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
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

- Teaching is weak because some staff have a poor understanding of how to foster children's learning and development.
- Procedures to observe and assess children's ongoing progress do not occur frequently enough.
- At times, daily routines do not always effectively support children to conclude activities to their own satisfaction.
- Some children's experiences on entry to the pre-school are not tailored to meet their individual care needs.
- Parental partnerships are weak and key people do not regularly share or gather updates about children's learning and development.
- Procedures to monitor staff performance are not effective. Although some key weaknesses in teaching have been identified, the manager has not addressed these effectively.
- Children's independence is not continually fostered.

It has the following strengths

- Children are visited by teachers from the local school. This helps children to know what to expect and so prepares them emotionally for their next stage in learning.
- Staff have a good understanding of the procedures to follow in the event of a safeguarding concern.

What the setting needs to do to improve further

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

- develop the knowledge and understanding of staff, on how children learn and develop, to enable them to plan and deliver purposeful experiences, through high-quality teaching for all children that challenges and motivates them to learn
- improve the regularity of observations and assessments of children's progress, to ensure that children are challenged appropriately and helped to move on to the next stage in learning
- review the arrangements of the daily routine, such as snack time and access to outdoor play, so that children who are highly engaged in play are able to complete their chosen tasks to their own satisfaction
- improve the effectiveness of the key person system to successfully support children during their early days at the pre-school
- establish an effective two-way flow of information between parents and the children's key people, sharing precise details of what children know and can do, to promote continuity of learning between home and the pre-school
- ensure that weaknesses in teaching are quickly identified and effective measures are put in place to support the practice of staff, to ensure that they continually improve and develop.

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

- provide children with even more opportunities to become independent, for example, by encouraging them to undertake age appropriate tasks during every day routines.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector held meetings with the provider.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's process for self-evaluation and improvement plan.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Andrea Price

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 is poor because some staff do not fully understand the learning and development requirements of the Early Years Foundation Stage. Children's records show a termly observation and assessment, although not all children's emerging interests and next steps for learning are identified or well planned for. Therefore, not all children make good progress. Adult-led activities are often mundane and offer children little challenge. Consequently, children often lose interest quickly in these activities. Staff support children to develop some basic language skills during conversations. Overall, children are not suitably supported to learn a good enough range of skills that they need in readiness for their next stage in learning, such as school. Parents receive termly newsletters and are able to speak with staff during the course of the day. However, other strategies to engage parents in their children's learning are poor. They do not regularly update parents about their child's progress. Staff do not encourage parents to share relevant information, such as their child's emerging interests and achievements outside of pre-school. This means that the staff are less able to plan further learning experiences that complement these activities.

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

The pre-school has a key-person system in place. However, this is not fully effective and parents spoken to did not know who their children's key person was. Some staff are less knowledgeable of specific children resulting in their individual care needs not being well known or addressed. Some children who are learning to be independent in their self-care, such as toilet training, are not provided with appropriate support. Other children find it difficult to settle when starting at the pre-school, because their emotional well-being is not adequately supported by key staff. The daily routine does not always support opportunities for children to conclude activities to their own satisfaction. All children are asked to stop activities and prepare for snack or go outside. This prevents children who are engaged in play from completing their chosen tasks. Children demonstrate some ability to become independent. However, staff do not recognise all opportunities to foster this further. For instance, during snack, staff often carry out tasks that children are capable of doing for themselves. Consequently, some chances to support children's understanding and build upon learning are missed. Children's behaviour is generally good and they have some limited opportunities for fresh air, daylight and exercise outside.

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

The provider, who is also the manager, has a weak understanding of the learning and development requirements. The well-qualified staff team supervise children adequately and they are encouraged to attend training workshops to update their knowledge. However, procedures to monitor staff practice and children's progress are not effective

enough. In addition, a previous recommendation raised at the last inspection has not been met. Consequently, children are still not effectively supported to make continuous progress. Nevertheless, children appear to enjoy attending and some learning occurs incidentally. Policies and procedures are fit for purpose, contain all relevant information and are readily available for staff and parents. However, these do not always match current practices. All formal complaints are fully investigated by the manager. Systems for self-evaluation are weak, but the manager is keen to improve. Some links with other providers have been established and information is shared with them to enable some consistency in children's care and learning.

Setting details

Unique reference number	219996
Local authority	Northamptonshire
Inspection number	865835
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	47
Name of provider	Rainbow Pre-School (Thrapston) Committee
Date of previous inspection	12 February 2010
Telephone number	01832 732470

Rainbow Pre-school (Thrapston) opened in 1986 and was re-registered in 2000. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 to 6, including the manager with Early Years Professional status. The pre-school opens term time only. Sessions are from Monday 9:15am to 3:30pm, Tuesday 9am to 12.15pm, Wednesday 9am to 3.30pm and Thursday and Friday 9am to 12.15pm. 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.

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