

Rainbow Kidz Preschool

Church Hall, Church Lane, Tardebigge, Bromsgrove, B60 3AH



Inspection date

4 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff's professional development is not focused on raising the quality of teaching to a good level. Activities do not provide children with the support or challenge they need so that they make the best possible progress.
- Staff do not effectively use the information gathered from observations to clearly identify what children need to learn next. Although staff plan activities, these are not yet tailored to meet the needs of children of different ages and abilities, in order to help them all move forward in their learning.
- Staff do not gather enough information from parents about what children already know and can do when they first start at the setting, in order to promote good progress from the outset.
- Staff do not consistently support children to understand the importance of eating healthily.
- On occasions, the strategies used to support children's understanding of good behaviour are not effective for all children.

It has the following strengths

- Children enjoy their time at the pre-school. Key persons are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- The environment is bright, welcoming and reasonably well resourced. Suitable settling-in procedures ensure that children are ready for the move from home to the pre-school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the programme of professional development and staff's practice to raise the standard of teaching and improve outcomes for children	27/11/2016
■ use assessments of children's learning to plan more precisely for their individual needs, providing all children with challenging and stimulating activities that help them to make good, or better, progress in their learning.	20/11/2016

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

- gather more detailed information from parents about children's learning on entry to help inform their starting points and plan for their learning from the outset
- provide children with more opportunities and experiences to increase their awareness of the importance of having a healthy diet
- build on strategies used to manage children's behaviour, so that all children have even clearer guidance as to what is and is not acceptable behaviour.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the managers.
- The inspector sampled a range of documentation, including policies, children's learning journeys, planning and assessment records, evidence of staff suitability and the pre-school's self-evaluation.
- The inspector took account of views of parents and children spoken to on the day of the inspection.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management requires improvement

The managers have sought support from the local authority and have developed an action plan to drive further improvements in the quality of children's care and education. Monitoring the performance of staff and the quality of teaching is in the early stages of development and not comprehensive enough. It does not identify clearly the support and guidance staff require to improve the quality of their teaching. The arrangements for safeguarding are effective. Daily safety checks are carried out before children arrive to make sure the environment is safe and secure. Children are appropriately supervised at all times and the entrance is secure to prevent any unauthorised persons entering. The managers and staff have an appropriate understanding of child protection issues. They understand how to recognise possible signs and symptoms of abuse. Staff are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is weak. When children first start, staff do not gather enough information from parents about what children already know and can do. Staff regularly observe children's play and plan some activities around their interests. However, they do not sufficiently build on children's existing skills so that they can support them to rapidly achieve the next steps in their learning. Staff do not give children enough time to think and consolidate their learning because they often interrupt their play. Nonetheless, staff recognise that children learn through play and generally support them appropriately so that they make some progress in their learning. For example, children play together building a story into their play. They use their imagination well as they pretend to be characters from a book. Partnerships with other professionals ensure that all children receive prompt support when needed.

Personal development, behaviour and welfare require improvement

Children are happy and settled. They approach staff with ease. Children are encouraged to show kindness to each other and are praised for their achievements. Behaviour is generally good. However, on occasions staff do not give children clear guidance as to why their behaviour is unacceptable. Children are effectively supported to develop their self-care skills in readiness for school. They make independent choices about their play and learn how to manage good hygiene routines. The pre-school provides healthy snacks and children bring their own packed lunch. However, staff do not use everyday routines, such as mealtimes, to teach children the importance of a healthy diet.

Outcomes for children require improvement

Children make reasonable progress. They gain some skills to prepare them for the next stage in their learning, including the move to school. Children are happy and enjoy socialising with each other. They are developing competence and independence in their personal needs. Children help themselves to drinks of water from the self-serve table. They are developing mathematical skills and are learning to draw. Children learn to listen and enjoy stories and singing sessions.

Setting details

Unique reference number	EY484347
Local authority	Worcestershire
Inspection number	999194
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	17
Name of registered person	Rainbow Kidz Pre School
Registered person unique reference number	RP534036
Date of previous inspection	Not applicable
Telephone number	07437513455

Rainbow Kidz Preschool was registered in 2014. It employs three members of staff who work directly with children, all of whom hold appropriate early years qualifications at level 3. The pre-school operates Monday to Friday from 9.15am to 2.45pm, during term time only.

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