

Little Rainbows

Charlotte Street, Plymouth, PL2 1RJ



Inspection date

27 June 2017

Previous inspection date

9 February 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Although the manager and staff identify children who require additional support, they do not routinely seek the necessary support from outside agencies or implement strategies that target gaps in the children's learning and development. Children do not make the good progress they are capable of, particularly those who have special educational needs and/or disabilities or developmental delays.
- The manager does not monitor the quality of teaching, or provide effective support and coaching to develop staff's skills. For example, staff fail to recognise when they do not interact with children for long periods. They do not consistently make good use of questions or support children to be independent.
- The management team does not ensure that staff share information about the children's achievements and stage of development with them, to enable them to plan challenging activities that meet the needs of all children. The manager does not monitor the progress of groups of children, to recognise any patterns in learning and evaluate the impact of interventions.
- Staff do not share detailed information about children's progress with parents effectively, to enable them to support their child's learning at home.
- Although the management team has identified the significant weaknesses at the setting and has plans to address them, these are not in place to improve outcomes for children.

It has the following strengths

- Staff provide a safe and interesting environment for children to explore.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ provide effective and individual support for children who have special educational needs and/or disabilities and delayed development, to ensure they receive prompt intervention to close gaps in their learning as quickly as possible 	08/08/2017
<ul style="list-style-type: none"> ■ improve staff deployment in the pre-school room, to ensure all children receive frequent support and interaction as they play and learn, to develop their language and communication skills 	11/07/2017
<ul style="list-style-type: none"> ■ use information from assessments of children's development to plan activities that link closely to their individual next steps in learning, to help all children make good progress 	25/07/2017
<ul style="list-style-type: none"> ■ ensure all staff receive regular and effective supervision, coaching and training, to develop their knowledge and skills, and improve the quality of teaching 	08/08/2017
<ul style="list-style-type: none"> ■ monitor the progress that all children make over time, including for groups of children, to assess the quality of teaching and learning, and the impact of interventions for children who require additional support 	25/07/2017
<ul style="list-style-type: none"> ■ share regular information about each child's development, progress and what they need to learn next with parents, to enable them to support children's learning at home. 	25/07/2017

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

- develop the use of questioning to provide more opportunities for the oldest children to share their thoughts and ideas
- allow children more opportunities to try and work things out for themselves, particularly at snack times and mealtimes, to support their independence
- make effective use of self-evaluation to ensure plans target areas for improvement, to improve the quality of teaching and learning, and outcomes for children.

Inspection activities

- This inspection was brought forward as a result of Ofsted's risk assessment process.
- The inspector observed the interactions between staff and children, and children's engagement and learning during adult-led activities.
- The inspector spoke to children, parents and staff to take account of their feedback.
- The inspector held meetings with the provider and manager at appropriate times, and carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector sampled a range of documentation, including children's learning records, and staff's training and qualification certificates.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is inadequate

Although staff have good morale, the manager does not support them well enough to improve the quality of teaching and children's experiences, leading to inconsistent and weak staff practice. For example, all staff in the pre-school room remain seated at tables for an hour to help children with planned activities. Some children do not choose to participate in these and do not receive any interaction from staff during this time, although they play happily with friends. The management team does not monitor the progress of groups of children to identify and target patterns in learning and ascertain whether gaps are closing. It does not ensure assessment and planning are effective, and that children who have special educational needs and/or disabilities receive the support they need to make good progress. Safeguarding is effective. The manager and staff understand the signs that would cause a concern and know how to protect children from harm. They carry out regular checks of the premises and provide a safe and secure environment, including not using their mobile phones when working with the children. Partnerships with parents are not effective to engage parents in their children's learning.

Quality of teaching, learning and assessment is inadequate

Staff know the children well and identify their stage of learning, including any delays in development or special educational needs. However, they fail to share and use this information, to target the next steps in learning for all children. Activities lack challenge to extend the oldest children and do not engage those who require additional support. For example, staff do not encourage children with language delays to engage in activities that help them learn to pronounce sounds. Staff model language well, but do not use questioning effectively to enable older children to think and share their ideas. Children who have special educational needs and/or disabilities do not receive the support they need to make good progress. For instance, when staff recognise that external support is required, they do not make the referral promptly to access this and ensure gaps in learning close. Children develop good physical skills. Younger children practise climbing and jumping.

Personal development, behaviour and welfare are inadequate

Staff do not consistently engage or interact with children to extend their learning. Staff manage incidents of inappropriate behaviour appropriately. Although staff encourage children's independence, at times, they do not help children to take responsibility for their own needs at snack times and mealtimes, for example, so they learn to open food packages themselves. Staff follow hygienic routines to promote children's good health, such as wiping surfaces and washing their hands after changing nappies.

Outcomes for children are inadequate

Children do not make the progress of which they are capable, particularly those who have special educational needs and/or disabilities or developmental delays. Older children receive too little interaction and support from staff for considerable times during some parts of the day. Adult-led activities do not link closely enough with children's individual stages of development to build on what they know and can do.

Setting details

Unique reference number	EY477865
Local authority	Plymouth
Inspection number	1101026
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	67
Name of registered person	KCP Keystone CIC
Registered person unique reference number	RP901727
Date of previous inspection	9 February 2016
Telephone number	01752 561602

Little Rainbows re-registered in 2014. It operates from Morice Town in Plymouth, Devon. The nursery runs various sessions between 8.30am and 5.30pm on weekdays, for 50 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. There are seven members of staff, four of whom hold early years qualifications at levels 2 or 3. The manager holds a relevant degree.

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