

# Unicorns And Rainbows

Charles Burrell Centre, Staniforth Road, THETFORD, Norfolk, IP24 3LH



<b>Inspection date</b>	6 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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:

- Activities, and the overall learning environment indoors and outdoors, are not well planned or presented to encourage children to engage in purposeful play.
- Staff do not consistently demonstrate effective teaching and learning techniques to ensure that children are supported to investigate and experience things; concentrate and keep on trying even if they encounter difficulties and develop their own ideas.
- The hours that children attend the setting are not currently recorded.

### It has the following strengths

- The manager and staff, with the support of the local authority, have addressed all of the areas of weakness identified during a previous unannounced visit by Ofsted.
- The wellbeing of children and families is at the heart of the setting. Families and children have made strong attachments to the manager and staff, who understand their backgrounds and children's unique characteristics.
- Staff have a good knowledge and understanding of how to successfully support children learning English as an additional language.
- The setting is well established within the community. Parents speak highly of the care and education that their children receive.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the planning and presentation of the learning environment, both inside and outside, to provide purposeful play through a mix of adult-led and child-initiated activity which covers the seven areas of learning</li> </ul>	06/06/2018
<ul style="list-style-type: none"> <li>■ improve the quality of teaching to ensure that practitioners recognise the different ways that children learn and reflect these in their practice. Encourage children to investigate and experience things; concentrate and keep on trying and develop their own ideas in accordance with the three characteristics of effective teaching and learning</li> </ul>	06/06/2018
<ul style="list-style-type: none"> <li>■ ensure that the daily record of the names of the children being cared for on the premises includes their hours of attendance and the names of the child's key person.</li> </ul>	23/03/2018

### Inspection activities

- The inspector held a meeting with the manager. She looked at relevant documentation, including records relating to the suitability of staff working in the setting.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.

### Inspector

Dawn Pointer

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Regular risk assessments ensure that the premises are safe. There is a named deputy should the manager be absent. Staff are appropriately deployed to ensure children are supervised. Safeguarding is effective. All staff have a secure knowledge of what to do if they are worried about the children in their care and follow procedures if they have concerns. Most staff have completed child protection training and newly appointed staff receive appropriate induction. The manager monitors and tracks children's overall development. However, there is not enough focus on planning and presentation of the learning environment or sufficient monitoring of staff performance to ensure that children receive good quality teaching and learning experiences.

### Quality of teaching, learning and assessment requires improvement

Staff make regular observations of children's achievements and use this information to track the progress children make. Staff identify when children are developing below expected milestones and put in some next steps to help them. At times staff ask questions to extend children's knowledge. The manager captures children's interest when she reads stories to a group of children. However, overall staff focus more on supervising the children and following routines, as opposed to supporting and challenging children to learn new skills and think critically. Children participate in planned activities, such as making Mother's Day cards. They are able to explore paint with their hands. However, they have little opportunity to freely create with a broad range of materials or practise using tools, such as scissors.

### Personal development, behaviour and welfare require improvement

Children are well cared for and can make independent choices. Staff have high expectations of children's behaviour. They praise and celebrate children's achievements. This helps to develop children's confidence and self esteem. Parents are required to provide all food and drink. Children develop social skills as staff encourage them to share, take turns and be kind. They have access to a range of toys but these are not well presented to encourage children to investigate, concentrate and develop their own ideas. They do not have regular opportunities to explore with water, sand or other natural materials. Outdoor play is not currently offered on a daily basis. Nevertheless, the spacious indoor area provides good opportunities for daily physical activities. Children learn about the world around them when they celebrate festivals and special events and go on outings in the local area.

### Outcomes for children require improvement

Children are making steady progress. They are proud of their achievements and are developing some key skills needed for the next stage in their learning. They follow stories with interest and understand that print carries meaning. Children count objects and can name different colours. They catch and throw balls with skill and peddle wheeled toys competently. However, gaps in the learning environment and variable quality of teaching do not encourage children to make the best progress possible.

## Setting details

<b>Unique reference number</b>	EY491043
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1132315
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	52
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Paula Kim Oliver
<b>Registered person unique reference number</b>	RP903222
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01842763919

Unicorns and Rainbows registered in 2015. The setting employs seven members of childcare staff, most of whom hold appropriate early years qualifications between level 2 and level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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