

# Rainbow Pre-School

The Bull Croft, High Street, WALLINGFORD, Oxfordshire OX10 0BX



<b>Inspection date</b>	31 October 2018
Previous inspection date	23 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is inadequate

- Staff's knowledge of safeguarding referral procedures is weak. Not all staff comply with the pre-school policies and procedures for safeguarding and were observed with their mobile phones on the premises. This significantly compromises children's safety.
- The management team fails to provide staff with effective supervision to support their practice and ongoing development, identify training needs, and help them to fulfil their roles and responsibilities.
- Staff fail to recognise potential safety risks to children effectively when planning and providing activities for them in the learning environments.
- Staff do not make use of opportunities for children to learn about healthy lifestyles and how these affect their bodies.
- Staff do not observe and track children's developmental progress well. Staff fail to identify accurately where children are in their learning, and records show that some children have made no progress since starting at the pre-school over a year ago.
- The quality of the provision has deteriorated. The management team has not met all the recommendations from the last inspection, which shows a poor capacity to improve.

### It has the following strengths

- The provider implements suitable recruitment procedures and ongoing suitability checks, and these help to ensure all staff working with the children are safe to do so.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff know how to implement the setting's safeguarding policies and procedures, store their mobile phones away securely during the session, and are confident in how to make a referral if concerned about a child's welfare	03/12/2018
ensure that there is an effective system in place to supervise and provide support, coaching and training for staff, so they offer high-quality learning and development experiences and challenge for children	03/12/2018
ensure risks to children are identified and minimised to maintain children's health and well-being	03/12/2018
increase opportunities for children to learn about healthy lifestyles and how they affect our bodies	03/12/2018
improve staff's teaching skills, with particular regard to promoting children's personal, social and emotional development and their communication and language skills, to ensure that all children receive the support they need to make good progress in their learning and development	03/12/2018
ensure staff use assessments and monitoring effectively to identify where children are in their learning and use the information gained to tailor activities to meet children's individual learning needs and improve outcomes for all children.	03/12/2018

### Inspection activities

- The inspector observed activities available to children.
- The inspector observed interactions between children and staff and sampled children's available learning records.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector spoke to parents available about their views and opinions of the provision and considered these and their views via questionnaires available.
- The inspector sampled documentation, including policies and procedures, staff recruitment and record-keeping.

**Inspector**  
Tracy Bartholomew

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Some staff have a limited understanding of the referral procedures to follow in the event of a child protection concern, and this significantly compromises children's safety. Staff have safeguarding policies and procedures to follow, however, not all staff implement these. Risk assessments are in place. However, not all areas that pose a risk to children are covered or considered by staff. For example, staff placed a doll's house under a rope that they had tied at children's neck height, which was then used by other children to swing on. This was seen to pose a risk to children's safety. The management team provides staff with some training, such as first aid and fire safety, which helps them understand the action to take in an emergency. However, supervision, appraisals and educational training are not robust and do not identify or address weaknesses in teaching, to help staff meet the needs of the children more precisely. Despite this, partnerships with others involved in children's care and education are positive. Parents rate the staff highly and have frequent opportunities to view their children's learning journals. However, not all staff complete children's journals accurately or keep them up to date and so the actual progress children make is not reliably captured. In addition, some staff are not confident in how funding is used to meet children's individual needs effectively.

### Quality of teaching, learning and assessment is inadequate

Although staff are well qualified, recent changes in staffing have led to key staff not being available to support their colleagues' quality of teaching and their awareness of learning and assessment processes. For example, staff rely too much on using planning completed by other colleagues for activities. They do not know children's individual next steps in learning well enough to help them make the most of the learning experiences they provide. Some staff fail to track their key children's progress effectively and do not identify how to support their key children's individual communication, language, social and emotional skills well. The management team tracks and monitors children's individual progress. However, it fails to take action on some children's lack of achievement. Staff provide group-time activities with the children to help their learning. For instance, children sit, listen and cooperate well with the staff as they talk about letters and sounds for their names.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management, and in staff's safeguarding practice, compromise children's well-being. In addition, the management team and staff have failed to meet a previous recommendation about making good use of opportunities to extend children's understanding of healthy lifestyles and how they affect our bodies. For example, during snack and lunch sessions staff consistently missed opportunities to help children learn why certain types of food were healthy for them. Despite this, staff provide children with daily experiences to play outside, which helps children to be physically active. For example, children enjoy playing on bicycles. Staff help children to develop their understanding of safety. For example, children are offered oven gloves for role play and they regularly practise fire drills to learn what to do in the event of an emergency. Children behave well and some staff use positive praise to reinforce this.

### **Outcomes for children are inadequate**

Not all children make good enough progress or receive consistent challenge in their learning and development. Some children are not being supported well enough to reach their full potential. However, some children do enjoy being creative, using media and materials, such as dough, to make meaningful marks in.

## Setting details

<b>Unique reference number</b>	133689
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10060339
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Rainbow Pre-School Committee
<b>Registered person unique reference number</b>	RP904502
<b>Date of previous inspection</b>	23 July 2015
<b>Telephone number</b>	01491 826 209

Rainbow Pre-School registered in 1974 and operates from three rooms in a single-storey building in the town park of Wallingford, Oxfordshire. The pre-school opens between 8.45am and 4pm from Monday to Friday during term times, and a playscheme operates in the school holidays. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years old. There are 13 members of staff, of whom, 10 have early years qualifications between level 2 and level 5 and one has early years teacher status.

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