

# Rainbow Pre-School

Chelmer Village Hall, Chelmer Village, Chelmsford, Essex CM2 6RF



<b>Inspection date</b>	13 November 2018
Previous inspection date	6 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- The provider does not follow robust procedures for informing Ofsted of changes to members of the management committee. Consequently, not all members have had the required checks completed to ensure they are suitable for their role.
- Staff do not always make the very best use of the outdoor space for all-round learning.
- The monitoring of staff practice is not always specifically targeted enough to raise the overall quality of teaching to the highest level.

### It has the following strengths

- The manager has ambitious plans for future development. There is a positive atmosphere in the pre-school, staff share the manager's passion and are motivated to improve outcomes for children. Self-evaluation is ongoing and reflects the views of the staff and parents.
- The staff create a warm and caring environment. They establish strong emotional relationships with children and their families. This helps to promote children's self-confidence and awareness.
- Staff have developed good arrangements to help children to settle into the pre-school. Children quickly develop confidence to stay on their own and are motivated to try the new experiences staff provide for them.
- Staff place high priority on helping children to develop their independence. They encourage children to do things for themselves before gently supporting them if needs be.
- Staff work well with parents to help engage them successfully in their children's learning. They continually update parents with their children's next steps and give helpful ideas to support further learning at home.

## 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
provide Ofsted with the necessary information to enable it to carry out suitability checks on all members of the management committee.	16/12/2018

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

- give children even more opportunities to play and learn outdoors
- strengthen the monitoring of teaching so it is of a very high quality across the pre-school.

### Inspection activities

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

**Inspector**  
Sharon Alleary

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider has failed to ensure new committee members associated with the pre-school have been notified to Ofsted. Consequently, Ofsted has not carried out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. However, the impact on children's safety is minimised as these committee members do not have direct contact with the children. The arrangements for safeguarding are effective. Staff can recognise signs that would give them cause for concern about a child's welfare. They know how to refer any concerns to the relevant authorities. Staff attend yearly appraisals. However, the monitoring of staff practice does not identify individual targets so teaching can be raised to outstanding. The manager oversees the monitoring of individual children's progress and collates the information so any gaps in learning and development can be quickly identified and addressed. The manager has built up strong relationships between other providers, including the local school. This helps to ensure consistency for all children's care and learning.

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

Qualified staff have a good understanding of how children learn through play. They know their key children well and what they need to learn next. Staff caring for younger children provide enjoyable, engaging activities. For example, they encourage children to chase and pop bubbles, which helps to develop their physical skills. Staff place a strong emphasis on supporting children's speech and language skills. They make effective use of visual timetables and sign language alongside the spoken word to help those children who are not yet speaking to understand language. This contributes to the good progress made by those children who speak English as an additional language.

### Personal development, behaviour and welfare require improvement

Weakness identified in the leadership and management of the pre-school do not promote children's welfare at all times. Despite this, children develop healthy lifestyles. They develop their large physical skills as they whizz around on wheeled toys, avoid each other and change their speed and direction. Staff provide a stimulating indoor environment for the children. Children can make choices about what they want to play with from the varied resources that they can easily access. However, there are fewer opportunities outdoors to access the full curriculum. Children learn about the wider world, for instance, as they go for walks in their community or find out about different countries, such as Japan.

### Outcomes for children are good

Children make good progress in their learning and development from their starting points. They have good imaginations and thoroughly enjoy role-play activities. Children pretend to make cakes and use oven gloves to hand their cake to staff. Children become familiar with popular stories and engage well in animated story times. They thoroughly enjoy using props and eagerly anticipate repeated sentences, which they shout out with great gusto. This contributes to their early literacy skills and a love of books and reading. Children become interested learners and actively develop the skills they need for future learning, including school.

## Setting details

<b>Unique reference number</b>	508748
<b>Local authority</b>	Essex
<b>Inspection number</b>	10070299
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years 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>	40
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Rainbow Pre-School Committee
<b>Registered person unique reference number</b>	RP519083
<b>Date of previous inspection</b>	6 February 2015
<b>Telephone number</b>	07901 886488

Rainbow Pre-School registered in 1999 and is located in Chelmsford, Essex. The pre-school employs 11 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday from 9am to 3.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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