

# Rainbow Pre-School

Welbourne Primary School, Goodwin Walk, Peterborough,  
Cambridgeshire PE4 6RE



<b>Inspection date</b>	21 November 2018
Previous inspection date	29 January 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		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider has not provided Ofsted with the necessary details to enable them to check the committee members' suitability for their roles. This means children's welfare is not fully assured.
- Staff do not have a sufficient understanding of the 'Prevent' duty guidance.
- The monitoring of staff's practice is not focused precisely enough on helping staff raise their teaching skills to the highest level.
- The manager does not make the best use of the information gained from analysing children's progress.

### It has the following strengths

- Staff monitor the achievements of individual children. They make good progress from their starting points.
- Staff use a variety of methods to share information with parents about their children's progress. Parents speak positively about the pre-school. They comment that the staff are kind and caring.
- Staff support children who speak English as an additional language very well to help them develop good communication skills.

## 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 all the required information in a timely manner to enable all suitability checks to be completed	19/12/2018
ensure all staff improve their knowledge of the 'Prevent' duty guidance.	19/12/2018

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

- implement systems for the monitoring of staff practice to help raise the quality of teaching to a consistently higher level
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need, to increase the potential for them to achieve at the highest possible levels.

### 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 manager. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Marie Walker

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Although Ofsted has been informed of the changes to the committee members, the provider has not submitted the required information in a timely manner so that Ofsted can complete all the necessary vetting procedures for every committee member. The committee members do not work unsupervised with children. However, they make managerial decisions about the pre-school and have access to confidential information. Nevertheless, staff working directly with the children are suitably vetted. Staff have a suitable knowledge of child protection issues but lack understanding of the wider aspects of safeguarding, such as protecting children from extreme views and behaviours. The manager does not use information gained from monitoring the progress made by all of the different groups of children effectively. This means she is not able to identify precisely where groups of children need additional support. The manager carries out annual appraisals and staff have good professional development opportunities to build on their knowledge. However, the manager does not implement the system for monitoring practice effectively to help raise the quality of teaching to a higher level.

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

Staff know children's interests and plan activities to support their individual next steps in learning. Staff interact very well with children. They comment on children's actions as they play and introduce new words to extend their vocabulary. Staff help children to learn about mathematical concepts. For example, children spend time constructing a range of different sized pipes together. They carefully scoop and pour sand into them, assessing and estimating quantities. Furthermore, children complete complex inset puzzles. This helps children to explore shape, space and measure.

### Personal development, behaviour and welfare are inadequate

Children's welfare is not fully assured due to the significant weaknesses in leadership and management. Nevertheless, staff are good role models. They encourage children to identify their own risks and talk to them about how to keep themselves safe during routines and play. Staff support children to develop a sense of independence. For example, children put on their coats and pour their own drinks. Children have daily access to outdoor play, where they have opportunities to challenge their physical skills. For example, they practise balancing and coordinating their movements on the see-saw and scooter. Staff regularly praise children's efforts. This helps to raise children's confidence and self-esteem.

### Outcomes for children are good

Children make good progress in their learning. By the time children leave for school, they are well prepared for their future learning. Children competently follow routines and instructions. They readily share and take turns. Children develop a sense of identity. For example, they confidently find their photograph and name during snack time, as a means of self-registration.

## Setting details

<b>Unique reference number</b>	EY273637
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10060041
<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>	26
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Rainbow Pre-School Committee
<b>Registered person unique reference number</b>	RP521832
<b>Date of previous inspection</b>	29 January 2015
<b>Telephone number</b>	07594 437927

Rainbow Pre-School registered in 2003 and is run by a committee of volunteers. The committee employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 2. The pre-school opens on Monday from 8.50am until 2.50pm, and on Tuesday and Wednesday from 8.50am until 3.05pm. Sessions on Thursday are from 8.50am until 12.50pm and on Friday from 8.50 until 11.50am, during term time only. The pre-school 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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