

Rainbow Pre-School

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



Inspection date	30 April 2019
Previous inspection date	21 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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 is a provision that requires improvement

- The quality of teaching does not always stimulate and challenge children's learning and development. As a result, not all children achieve as well as they can.
- Performance management arrangements to monitor and improve staff practice are not focused precisely enough on improving the quality of staff teaching to the highest level.
- Staff do not consistently ensure that the learning environment, or the organisation of daily routines, supports children to become fully involved in their play.

It has the following strengths

- The manager has taken appropriate action to address the weaknesses raised at the last inspection. Procedures to check the suitability of committee members are now secure and staff have completed training to improve their understanding of the 'Prevent' duty guidance.
- Staff know the children well. Children develop secure emotional attachments with the staff and demonstrate that they feel safe and secure.
- Staff spend time talking to parents about their children's care, known medical needs and stage of development on entry. This helps to support continuity in children's care and development. Parents speak positively about the pre-school.

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
improve the quality of teaching to ensure all children receive consistently good-quality learning and development experiences	28/06/2019
ensure performance management arrangements support all staff to deliver high-quality teaching practice.	28/06/2019

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

- review the learning environment and the organisation of daily routines to enhance children's learning experiences.

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 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 parents during the inspection and took account of their views.
- The inspector spoke to staff and children during the inspection.

Inspector
Ann Austen

Inspection findings

Effectiveness of leadership and management requires improvement

Most members of staff hold early years qualifications. However, procedures to support staff to improve the quality of their teaching are not fully effective. The manager is currently implementing procedures to monitor the progress different cohorts of children make. This is beginning to support her in identifying any gaps in the delivery of the educational programmes and to address any emerging concerns in a timely manner. Positive partnerships have been developed with staff at the adjoining school. The arrangements for safeguarding are effective. The manager and staff have a secure understanding of how to recognise signs of abuse and neglect. They know what to do in the event of a concern about a child in their care. The manager is enthusiastic and is developing a strong team ethos.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff sometimes miss opportunities to ask probing questions to challenge children's thinking and understanding as they play. Younger children are not always given time to think about how to respond to the questions they are asked. Furthermore, children are often asked to stop what they are doing to enable daily routines to take place. This interrupts the children's play and concentration. Nevertheless, children enjoy their time at the pre-school. Staff make regular observations of the children's achievements. They successfully evaluate this information and use this to plan next steps in children's learning. Younger children enjoy listening to stories, which supports their developing language and listening skills. Older children enjoy re-enacting familiar rhymes. They confidently take on the role of different characters, eagerly sing and have fun.

Personal development, behaviour and welfare require improvement

Staff do not always provide a stimulating environment or a challenging range of activities. For example, resources provided in the sand tray are sometimes limited. This hinders children's imaginative and creative thinking. Furthermore, activities provided in the outdoor area, especially for the older children, do not consistently challenge their developing physical skills and imaginative play sufficiently. Children are supported to learn to share, take their turn and to be considerate to their friends effectively. They enjoy healthy snacks and have daily opportunities to be outside in the fresh air. Children complete bug hunts in the local environment and learn about the diversity of others through celebrations, such as the Chinese New Year.

Outcomes for children require improvement

Children develop some key skills needed for the next steps in their learning, including their eventual move to school. However, variations in the quality of teaching do not support all children to make the best possible progress. Nevertheless, children are learning to be independent and freely choose the activities they would like to play with. They listen to instructions and happily take part in group activities. Older children count with growing confidence.

Setting details

Unique reference number	EY273637
Local authority	Peterborough
Inspection number	10086215
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of registered person	Rainbow Pre-School Committee
Registered person unique reference number	RP521832
Date of previous inspection	21 November 2018
Telephone number	07594 437927

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