

# Inspection of Rainbow Pre-School

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

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Inspection date: 3 October 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children part from parents and carers with ease and enter the pre-school with confidence. They understand the pre-school's routines and know that they need to find their name card and place it on an empty tray. When they have changed from their outdoor to their indoor shoes, they place all of their belongings in the tray. This remains theirs for the rest of the day. Children know to return to their tray to change their shoes, collect their coats and put any creative work that they want to take home in a safe place.

Children enjoy their pre-school day. They behave in a way which shows that they feel safe, comfortable and happy. Children who learn well outdoors are provided with opportunities to learn in the outdoor environment. Younger children play in a smaller hall with children of a similar age. Key persons know the children in their key groups well. They monitor their progress and know what they want them to achieve next in their learning.

Leaders and managers have addressed some of the recommendations raised at the last inspection. However, not enough progress has been made to raise the quality of the provision to good.

### **What does the early years setting do well and what does it need to do better?**

- Since the last inspection, leaders and managers have improved the procedures for informing Ofsted of changes to the committee so that Ofsted can carry out suitability checks on new people. However, little has been done to improve the monitoring of staff practice to help raise the quality of teaching to a higher level. The manager is yet to put in place effective arrangements for the supervision of staff.
- Staff do not always follow the pre-school's procedures for recording relevant information. For example, at times, they do not record the information parents share with them about how bumps and bruises that occur at home have happened. In addition, staff know that some children seem to trip easily, but there are few entries in the accident book in relation to those particular children. Staff say that this is because if the child does not cry or appear distressed, they do not record it as an accident. This means that the pre-school staff may not have accurate information to show patterns in children's behaviour or abilities.
- Staff plan activities based around the weekly theme. The resources and activities remain out for the whole week with little change. This means that children who attend for most sessions have very little differentiation in their learning over the course of the week.
- Children develop an understanding about keeping healthy. They speak to staff about foods that are good for them. They have daily opportunities to explore

their physical skills, for example when they ride bikes in the garden and kick and throw a selection of different-sized balls. Children go for walks in the local area, for example to the supermarket and local dentist.

- Children use green dough and wobbly eyes to create their own version of a frog. They talk to staff about how many legs the frog has and where they live. Staff provide visual prompts to help children to understand the life cycle of a frog.
- Staff work closely with parents to involve them in their children's learning. Staff support children with special educational needs and/or disabilities and those who speak English as an additional language well and seek appropriate interventions to help close any gaps in their learning.
- Parents speak highly of the pre-school staff, stating that their children enjoy their pre-school experience and make good progress in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and managers demonstrate a good understanding of the types of abuse. They recognise the signs and symptoms that might suggest that a child is at risk of harm. Staff understand the procedures they should take if they have concerns about a child's welfare. They regularly update their safeguarding knowledge, for example through online training courses. Lead safeguarding officers complete relevant training to help them coach and monitor the knowledge of other staff. Children play in a safe environment and learn about keeping themselves safe, for example through discussions with staff.

## What does the setting need to do to improve?

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

	Due date
put appropriate arrangements in place for the supervision of staff who have contact with children and families to provide effective support, training and coaching that promotes the interests of children	31/10/2019
ensure record-keeping is precise and accurate to enable sharing of information with other professionals and to help ensure the needs of all children are met.	31/10/2019

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

- ensure that the planning and curriculum are ambitious, built on what children already know and designed to give children the skills they need to succeed in their learning.

## Setting details

<b>Unique reference number</b>	508748
<b>Local authority</b>	Essex
<b>Inspection number</b>	10085522
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Rainbow Pre-School Committee
<b>Registered person unique reference number</b>	RP519083
<b>Telephone number</b>	07901 886488
<b>Date of previous inspection</b>	13 November 2018

## Information about this early years setting

Rainbow Pre-School registered in 1999. The pre-school employs 12 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.

## Information about this inspection

### Inspector

Lynn Hughes

### Inspection activities

- The inspector completed a learning walk with the manager to observe how the provision and curriculum are organised.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection and through responses to questionnaires.

We carried out this inspection 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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