

Inspection of Rainbows End Playgroup

Sir John Moore Barracks, Andover Road, Winchester, Hampshire SO22 6NQ

Inspection date: 28 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Although children at times appear happy and engaged, particularly when they first arrive in the mornings, this changes as the day goes on. Children become disengaged and, at times, fearful around their peers.

Practitioners do not have high expectations of children and are accepting of the behaviours they present. They do not role model how children can take care of their environment, which results in children disrespecting their toys and showing little care and consideration for others. Children are not taught the importance of kindness and valuing each other. As a result, children react negatively towards their peers during play, such as when role playing.

The environment is disorderly and hinders children's attitude to learning. For instance, children flit from one area of the room to another, treading on toys as they go. This prevents children from feeling safe and secure in the pre-school.

At times children play well with their peers. However, when children get into situations that they find uncomfortable, such as altercations around toys, their emotional well-being is not supported well.

Children are eager to be physically active in the outdoor area. For instance, they are enthusiastic when playing ball games, swinging on the swings and using bicycles.

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

- The governing body, which is the committee, fails to ensure all welfare requirements are met. It does not fully understand its roles and responsibilities and therefore does not monitor the quality of care and education children receive. As a result, the standards have significantly dropped, and children's safety is compromised.
- The committee has failed to ensure a smooth transition through a change in leadership and therefore was not aware of the existing drop in standards. This has led to negative practice and systems being embedded in the pre-school. Although the new manager was employed through safe recruitment procedures, the committee failed to induct her into her role. This affects her understanding of the expectations of the pre-school and her duties.
- Practitioners do not receive coaching and support to review their professional development and support better outcomes for children. The new manager has highlighted areas for improvement. However, she has not made any changes immediately. As a result, children's negative learning experiences continue.
- The inconsistencies in managing behaviour lead to a chaotic and unsafe

environment for children. Practitioners are not always vigilant and fail to identify hazards or risks to children. When practitioners do intervene, this is not quickly enough, which results in children being physically injured. Children display that they do not feel safe and secure in the pre-school.

- Practitioners do not plan purposeful activities for children. As a result, children are not challenged in their learning and do not build on what they already know. Practitioners do encourage children's developing vocabulary well through good role modelling of language and introducing songs in play. Children's progress is not accurately monitored by practitioners, and therefore any delay is not identified quickly enough, to allow them to catch up. For example, practitioners fail to complete development summaries for children at the age of two. This prevents them highlighting any early intervention required.
- There are significant weaknesses in information sharing and working together with parents and outside agencies to support children's needs. For example, children with special educational needs are not being supported to learn in the environment. Practitioners have failed to make this possible through lack of information-sharing. Although parents comment that their children are happy in the pre-school and enjoy attending, they are not always sure who their child's key person is. They do not have their children's development shared with them regularly.
- Practitioners do not gain enough information from parents when children start at the pre-school, to support children's emotional well-being. As a result, children do not settle well, and practitioners do not have enough information to understand and manage children's behaviour. This creates a barrier to learning.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and welfare are compromised due to the significant breaches of the statutory requirements. The manager has knowledge of her safeguarding responsibilities. However, she does not know the exact process of making a referral should there be a concern about children's welfare. She has an understanding of signs and symptoms of abuse and the threshold for outside agency involvement. The manager does not have a required knowledge or training to fulfil the role of designated safeguarding lead, which puts children at risk. Practitioners have a sound knowledge of safeguarding children and are able to demonstrate how they could identify different types of abuse. Safeguarding policies and procedures are in place. However, they are not in line with local safeguarding partners and their local multi-agency safeguarding arrangements.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure the manager gains the skills and knowledge required to carry out the role of designated safeguarding lead	14/02/2020
ensure safeguarding policies and procedures are up to date and are in line with local safeguarding partners and their local multi-agency safeguarding arrangements	14/02/2020
ensure the committee fully understands its governance in regard to roles and responsibilities to ensure the quality of care and education for children is of a high standard	14/02/2020
ensure that the new manager is inducted in all aspects of her role and responsibilities to enable her to successfully carry out her role	14/02/2020
put systems in place for the monitoring of staff practice, so that staff receive the coaching, support and training they need to fulfil their roles and promote good-quality education for children	14/02/2020
improve behaviour management to ensure children receive consistent support to learn what is right and wrong and to address unsafe behaviour	14/02/2020
provide support for practitioners to be more vigilant in identifying hazards or risks to children in the environment	14/02/2020
ensure that sufficient information is obtained to meet children's needs and support their emotional well-being when they first start	14/02/2020

implement arrangements to ensure that relevant information is shared effectively with parents and other professionals to identify and address children's individual needs.	14/02/2020
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure planning systems enable children to have purposeful play opportunities to build on what they already know	14/02/2020
ensure statutory paperwork is completed to support children's individual needs and highlight any early intervention needed, including the two-year-old progress check.	14/02/2020

Setting details

Unique reference number	110075
Local authority	Hampshire
Inspection number	10108404
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	18
Number of children on roll	8
Name of registered person	Rainbows End Playgroup Committee
Registered person unique reference number	RP522814
Telephone number	01962 888328
Date of previous inspection	31 March 2015

Information about this early years setting

Rainbows End Playgroup registered in 1983. It is located in Winchester, Hampshire. The group operates five days a week during school term time only, between 8am and 5pm. There are three members of staff who work with the children, all of whom hold relevant qualifications. The manager holds a level 6 qualification in childhood studies. The pre-school is in receipt of free government funding for three- and four-year-old children.

Information about this inspection

Inspector
Hayley Doncom

Inspection activities

- The inspector had a tour of the premises where children play.
- The inspector and manager carried out a learning walk to understand how the early years provision and the curriculum are organised.
- Observations were carried out by the inspector to see the quality of teaching and interactions between practitioners and children.
- The inspector tracked the learning of children to see what it is like for them in the setting. This involved observations, and discussions with children and practitioners.
- Discussions were held with children, practitioners and parents at appropriate times throughout the inspection.
- Documentation was sampled, including progress checks for two-year-old children, and policies and procedures.
- A leadership meeting was held with the manager.
- Feedback of findings was shared with the manager and the treasurer of the committee.

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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