

Inspection of Rainbow Preschool

The Old Clinic, Downham Road, Ely, Cambridgeshire CB6 1AF

Inspection date:

13 March 2020

Overall effectiveness

Requires improvement

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The interests and needs of the youngest children are not always fully considered at this setting. Children who have a limited understanding of English are sometimes at a disadvantage. Their home languages are not always celebrated and opportunities to acquire English are variable. However, older children are well prepared to move on to school when they leave. All children are happy and friendly, and feel safe and secure.

Children sit quietly for register and most listen carefully as an adult explains the day's activities. Children use a range of technology equipment to supplement their play. For example, they watch a video clip of a real spacecraft take off as they sit in their decorated cardboard rocket.

Children are physically active and do a daily 'wake and shake' session. They access the outside learning space to climb, chase and use their imagination. When inside, the children access a limited range of learning opportunities. Some daily activities are not targeted to children's needs and lack challenge. They are often aimed at the oldest children, who display great concentration and enthusiasm to complete them.

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

- Leaders do not effectively monitor or support staff's development. This leads to inconsistent teaching experiences, especially for the youngest children and those who speak English as an additional language. The lack of relevant training means that some staff are unsure about appropriate next steps for children's learning, or how to support the development of children's spoken English. Plans for these children do not always accurately identify what children know and need to learn next.
- Staff use the assessment processes provided by leaders. However, weaknesses in planning limit their ability to guide all children appropriately. Some adult interactions with younger children and those who speak English as an additional language do not consistently focus on improving their learning. As a result, they do not achieve as well as they could.
- The environment is better organised and more interesting indoors than outside. Children learn indoors through some engaging activities, such as designing alien headbands and using props to represent a Chinese meal. Outdoors, staff do not make the most of the learning environment. There are not enough stimulating activities or effective adult support to help children learn well. Children are not always challenged and are not developing the strategies they need to overcome difficulties when they arise. Adults are very attentive in one-to-one and small-group situations, but often do too much for the children, rather than promoting

their independent learning.

- Staff introduce exciting vocabulary and facts about space to the children. Older children talk about how 'Neptune is the coldest planet', and that 'we live on Earth'. All children develop a love of rhymes and books. They join in with the actions to traditional songs and listen well to familiar stories. Parents and carers are overwhelmingly positive about the nurturing experience their children receive. They praise leaders and staff for their warm and caring approach.
- Children behave well. All staff expect the same high levels of conduct. Children are polite and thoughtful. They take turns and share resources with minimal support from adults. Hygiene and care practices are high quality and firmly understood. Children wash their hands proficiently throughout the day, usually with adult supervision. The setting takes every opportunity to celebrate various cultural and religious events, such as Thanksgiving and Christmas. Children visit the local cathedral and create a nativity scene at Christmas.
- All staff work well together and have positive working relationships. Leaders and managers work hard to support the team to overcome challenges and keep moral high. Decisions regarding the setting are made with integrity and are led by the needs of the families who use the service. Staff work hard to implement any changes and demonstrate their ability to improve further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders rigorously check that all staff and committee members are suitable to work with children. Staff receive regular safeguarding training, including about issues in the local community and beyond. They understand that safeguarding children is everyone's responsibility. All staff can identify the signs and symptoms of abuse with confidence. They know the procedures to follow if they are concerned about the welfare of a child, or any adults who work with children. Daily risk assessments are carried out on all areas of the premises used by children to ensure they have a safe environment in which they can learn.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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monitor staff's performance more effectively and implement an effective system of professional development to help them target their teaching more specifically to children's needs, particularly for those children who speak English as an additional language and the youngest children	31/12/2020
improve the planning of activities and the learning environment to ensure all children, especially the youngest, access challenging and purposeful opportunities in all areas of learning.	31/12/2020

Setting details

Unique reference number	221724
Local authority	Cambridgeshire
Inspection number	10113206
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 at time of inspection	2 to 4
Total number of places	20
Number of children on roll	30
Name of registered person	Rainbow Pre-School (ELY) Committee
Registered person unique reference number	RP910868
Telephone number	01353 667283
Date of previous inspection	14 January 2016

Information about this early years setting

Rainbow Preschool registered in August 1992. The setting is open Monday to Friday from 9.15am to 2.45pm during term time. Sessions on Monday, Wednesday and Friday afternoon are for the oldest children only. The setting offers early education funding for two-, three- and four-year-old children. There are five staff working with the children, all of whom hold appropriate early years childcare qualifications between level 2 and level 6, including one who holds early years professional status.

Information about this inspection

Inspector

Fiona Wood

Inspection activities

- Ofsted is aware of the challenges that COVID-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the setting. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The manager gave the inspector a tour of the setting inside and outside, and they carried out a joint observation.
- The inspector spoke to several parents and took account of their views.
- Documentation relating to the suitability of people managing and working on the premises was checked, along with paediatric first-aid certificates.
- The inspector held regular discussions with the manager, her staff and the children throughout the inspection.
- The inspector held a meeting with the joint chairs of the pre-school committee and the manager.

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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