

Inspection of Rainbow Pre-School

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

Inspection date:

26 May 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children are not making the progress they are capable of. Leaders fail to recognise children's individual learning needs and therefore, cannot build on what children already know or what they need to learn next. Children do not receive the level of education to which they are entitled. Leaders do not have a good knowledge and understanding of how to assess and plan for children's individual learning needs. While children gain some independence, staff do not effectively bridge the gap in their learning overall. Children do not develop the broad range of knowledge and skills they need to be ready for school.

Children are not challenged in their learning enough. Although children are content to play with the toys available, staff are not always clear what each child should be learning and whether it supports their individual interests. Staff do not interact purposefully enough with children to help them to focus on their learning. Children appear to enjoy their time at the pre-school. On arrival, they enter eagerly and immediately go outside to play. Children practise balancing on stepping stones and take turns to kick a ball into the net while staff supervise them. They have formed strong bonds with the staff, who are kind and caring towards them.

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

- The leadership and management team does not demonstrate the capacity to improve the quality of the early years provision. Not enough is done to drive improvement or sustain it. Actions raised at the previous inspection have not been addressed effectively. Staff have not had the professional development opportunities to raise the quality of their teaching and their understanding of how children learn.
- The manager does not have a good knowledge of the curriculum or what children should be learning. This means that staff do not fully understand what the purpose is of some of the activities so that they can support children. Planning is not tailored to each child to ensure it captures their individual learning needs and provides sufficiently challenging activities. Children do not make sufficient progress in their learning.
- Staff say that they are supported well and work together as a team. However, the system of assessment is onerous and staff are not able to use it successfully to support the planning. Additionally, staff do not use information from their observations to help decide what children need to learn next.
- Staff have a suitable knowledge of their key children. However, they tend to focus on completing daily tasks, rather than interacting with children in purposeful ways. They do not help children to focus on activities or sustain their interest for periods of time.
- Parents say that the staff are friendly and approachable and their children enjoy

attending the pre-school. However, some indicated that they are unhappy with the provision offered and they are not clear what their child is learning. As a result, strategies to engage parents are not good enough to support children's learning and development.

- Leadership and management of the pre-school is poor and not enough is done to ensure that children have a good early years experience that helps them to be prepared for the future. The pre-school is not managed effectively and this contributes substantially to the inadequate provision.
- Staff help children to understand the importance of good hygiene practice and how this contributes to their good health. Children are encouraged to tend to their personal needs and staff have worked hard with parents to help toilet train their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sound knowledge of safeguarding and child protection. They know the possible signs and symptoms of abuse. Staff understand the importance of keeping records and reporting any concerns swiftly to the appropriate authorities. Sound procedures are in place to ensure that staff are suitable at the point of recruitment, as well as on an ongoing basis. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure. All mandatory documents are kept appropriately and meet requirements. This helps to ensure that children are safe from risk of harm.

What does the setting need to do to improve?

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

	Due date
improve the quality of teaching and provide a range of interesting and stimulating activities that meet individual children's learning needs and focus on what they need to learn next to secure their good progress	19/11/2021
use assessment to obtain an accurate understanding of each child's level of achievement, interests and learning styles, and use the information to plan learning experiences that are tailored to meet each child's needs	19/11/2021

provide effective support, coaching and training so that all staff working with children have the knowledge and skills to fulfil their roles successfully and the interests of children are promoted	19/11/2021
develop partnership working with parents that helps them to understand their child's progress so they can support learning at home.	19/11/2021

Setting details

Unique reference number	EY273637
Local authority	Peterborough
Inspection number	10105593
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	26
Number of children on roll	21
Name of registered person	Rainbow Pre-School Committee
Registered person unique reference number	RP521832
Telephone number	07594 437927
Date of previous inspection	30 April 2019

Information about this early years setting

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. The pre-school opens during term time only. Sessions are Monday to Friday from 8.55am until 12.20pm. On Wednesday, the session is from 8.55am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Bright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector observed activities indoors and outside and assessed the impact they have on children's learning.
- The manager and the inspector completed a learning walk together.
- The inspector talked with staff and children at appropriate times throughout the inspection.
- The manager and inspector completed a joint observation of staff's practice.
- The inspector spoke to parents and took account of their views.

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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