

Inspection of Rainbow Pre-School

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

Inspection date: 21 June 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 motivated or challenged in their learning. The educational programme and curriculum fail to excite or engage them. Children are unable to make consistent progress in their learning. Staff do not provide enough challenge for some children, particularly the older ones, who find their own amusement running or wandering around. Children's assessments and plans for what they need to learn next are not clear. Staff fail to link observations clearly to ongoing assessments, which means that planning is not precise enough to support children's progress.

Activities that staff provide are not always well thought out. Resources are not readily available to further extend children's learning. Staff miss many opportunities throughout the session to support children's interests and engage them further. For example, when children show interest in making play dough cupcakes, staff do not make the most of extending and encouraging their play further.

Children generally behave well. They wait for their friends to speak and take turns to wash their hands ready to have snack. Despite the weaknesses in the educational programme, children are happy and enjoy each other's company. Older children are respectful of the younger ones around them and happily allow them to play alongside their games. Children have good relationships with their key person. They are eager to see their special person when they arrive and share their thoughts during the session. Children enjoy reassuring cuddles and show concern when one of their friends becomes upset.

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

- The manager has failed to ensure that the educational programmes and curriculum are built on what children already know and designed to give them the skills they need to succeed in their learning. Activities are not planned well enough. Staff do not make the most of every opportunity to build on children's learning. For example, children made a poster depicting a 'wanted' potato character after listening to the story. However, they were unaware of what was expected, as staff did not provide additional resources to help children to understand and learn from the activity.
- The manager has failed to oversee and ensure that all children have initial assessments of what they know and can do when they first start to attend the pre-school. Staff record observations of children's achievements and use these to track their learning. However, these are not used effectively to plan for what children need to learn next. Consequently, staff are unable to consolidate and extend children's learning to enable them to make suitable progress. This hinders children's ability to develop all the skills they need to be ready for school

when the time comes.

- Other activities are mundane, repetitive and do not sufficiently excite and engage children. For example, staff fail to consider the time it takes for a large block of ice with peas frozen inside to melt, which leaves children uninterested until the ice thaws and the peas fall out.
- Parents have been unable to come into the pre-school since it reopened in June 2020. During the national COVID-19 (coronavirus) pandemic lockdown, staff read stories online and invited the children to join them for an online lunch. The manager regularly emailed parents and followed these up with text messages if parents did not make contact. This enabled staff to check that children and their families were coping with the restrictions.
- Staff take time to listen to children's thoughts and ideas, and gently repeat back to them words which they mispronounce. Older children use their words to ask for drinks and when they need to use the toilet. Younger children are encouraged to use visual aids to help them to communicate. Children have good levels of self-confidence and understand the routines.
- The manager provides staff with regular ongoing supervision and opportunities to complete additional online training. Staff are enthusiastic about courses they wish to attend to develop their professional knowledge and practice.
- Parents are happy and share positive comments about the staff. They appreciate the support they receive from staff and feel able to approach them should they have any concerns.
- The pre-school works in partnership with local schools and other settings that children attend. This helps to provide continuity in children's care and development as they move between settings and when the time comes to start school. Staff welcome advice from other professionals to help them support children who may have special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training. They have a good understanding of the signs and symptoms which may indicate a child is at risk of harm or abuse. Staff know who to go to should they have any concerns and what to do should they believe their concerns have not been acted on. Staff are clear about what to do if they have any concerns about a colleague's behaviour or practice. Robust risk assessments and clear procedures for when children arrive and leave the pre-school help to keep them safe.

What does the setting need to do to improve?

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

	Due date
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ensure that educational programmes and the curriculum are ambitious and well designed to support all children's progress in relation to their starting points	06/09/2021
review and improve ongoing planning and assessment arrangements to ensure that activities are age appropriate and provide suitable levels of challenge to motivate and interest all children	06/09/2021
make better use of existing resources to encourage children's curiosity and develop their own ideas in their play.	06/09/2021

Setting details

Unique reference number	508748
Local authority	Essex
Inspection number	10127599
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	47
Name of registered person	Rainbow Pre-School Committee
Registered person unique reference number	RP519083
Telephone number	07901 886488
Date of previous inspection	3 October 2019

Information about this early years setting

Rainbow Pre-School registered in 1999. The pre-school employs 13 members of staff, 11 of whom work directly with the children and hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sue Mann

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the pre-school.
- The inspector and the manager had a learning walk together to understand how the early years provision and the curriculum are organised.
- The inspector spoke to children, staff and the manager during the inspection.
- Parents' comments in learning journals and their views gathered through telephone calls were taken account of by the inspector.
- The inspector checked evidence of staff suitability and discussed with the manager how she supports staff's professional development.
- The inspector observed children playing in their groups and outside.

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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