

Inspection of Rainbows Preschool

Old Golf Shop, Grounds of Belhus Park, Belhus Park Lane, Aveley, South Ockendon
RM15 4QR

Inspection date: 15 December 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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are not consistently supported. The manager fails to ensure that staff complete accurate records, particularly when taking groups of children out of the setting. The manager has not ensured that educational programmes are ambitious and help children to make progress, in relation to their starting points. Activities and experiences fail to engage or motivate them. For example, a pre-planned sticking activity does not capture children's creativity or inspire them. Instead, children bang their glue covered brushes on the table and watch the glue splash about. Younger children, who receive two-year-old funding, are not sufficiently challenged. They are bored and find their own amusement, choosing to tip toys off tables and watch as they fall to the floor.

Children are not learning how to behave appropriately. This is because staff do not act as good role models or help children to regulate their own behaviour. Children are not kept safe because staff are not well deployed or vigilant enough of potential risks. Older children climb on small chairs while younger ones run about, bumping into each other and equipment. This poses a hazard to themselves and others. Children empty musical instruments out of a large tub to hide underneath it. This quickly becomes dangerous, as other children pull the tub along with children still inside. Staff eventually intervene to remove the tub. Despite the weaknesses, children are given lots of opportunities to use and improve their speaking and listening skills. They share their thoughts with staff, who respond using increasingly complex words to help develop children's communication and language.

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

- The manager, who is the provider, has failed to ensure that staff have the knowledge and skills to deliver an education programme which supports children's learning. She does not ensure that staff effectively plan according to what children need to learn next. She does not ensure that staff consider children's interests or take their age and stage of development into account. Consequently, planned activities do not provide suitable challenge. Children become bored and wander about, unable to find anything to occupy themselves. Activities are not well presented. For example, the role-play area is sparsely resourced and fails to capture children's attention, while single piece puzzles quickly lose their appeal because they are too simple. These are left untouched.
- The manager fails to ensure that minimum staff to child ratios are consistently met. When some staff take groups of children out for walks in the park, this leaves staff who remain at the setting caring for more children than minimum ratios allow. In addition, staff fail to accurately record the names of children who they have taken out on a walk. Consequently, if there was a need to evacuate

the premises in an emergency, staff do not know where or how many children are on or off the premises. This significantly compromises children's safety and welfare.

- The manager does not deploy staff to meet children's needs. At times, staff are not always aware of what is happening in the play room. This means that children's poor behaviour goes unnoticed. On occasions, when younger children try to get staff's attention, they are overlooked because staff are focusing on the older, louder children.
- Children sit down with staff at circle time. They enjoy learning their Christmas songs ready for their Nativity play. Children know the actions and loudly sing a song about taking a ride in a car, remembering to add the 'whoop, whoop' at the right time.
- Parents are complimentary about the staff and the manager. Some share that they enjoy catching up with their child's day through an online application, while other parents comment that they appreciate the daily verbal feedback. Good partnerships between teachers and staff help to support children as they move on to the next stage in their learning. Staff and teachers exchange verbal and written reports, which support children's transitions from one setting into another.
- Robust recruitment arrangements ensure all staff are suitable to work with children. New staff complete a clear induction programme, which helps them to learn their roles and responsibilities. Staff receive regular supervision meetings but these are not effective. Insufficient attention is given to supporting staff to improve their practice and raise the quality of care and education for the children to an acceptable level.
- Children, generally, have suitable relationships with staff and other children. They are keen to share their thoughts and ideas with their special person.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in record keeping mean that children's safety is significantly compromised. However, staff demonstrate through discussion that they have a good knowledge and understanding of safeguarding and wider child protection matters. The manager places a high priority on ensuring that staff's knowledge is current and that they are able to quickly identify the possible signs and symptoms, which may indicate that a child is at risk of harm or abuse. She covers safeguarding during staff supervisions, team meetings and gives staff questionnaires to test out their responses to different situations.

What does the setting need to do to improve?

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

	Due date
ensure that educational programmes are ambitious and designed to help all children to make good progress in their learning, in relation to their starting points	28/01/2022
provide appropriate resources for children that challenge and motivate them to learn through suitable play experiences	28/01/2022
ensure that minimum staff to child ratios are maintained at all times	28/01/2022
ensure all staff have the skills and knowledge to manage children's behaviour in a positive way	28/01/2022
ensure records are easily accessible and available, specifically when children are being taken out of the setting	28/01/2022
ensure that arrangements for staff supervision are effective and provide staff with appropriate coaching, training and support to improve their practice and their engagement with the children	28/01/2022
ensure all children's needs, particularly the youngest children, are consistently met.	28/01/2022

Setting details

Unique reference number	2583773
Local authority	Thurrock
Inspection number	10217268
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	54
Name of registered person	Salmon, Emma Louise
Registered person unique reference number	RP515948
Telephone number	07557022821
Date of previous inspection	Not applicable

Information about this early years setting

Rainbows Preschool registered in 2020. It is based in Belhus Park, Aveley. The pre-school opens Monday to Friday, term time only. It is open from 8am to 6pm. The pre-school employs eight members of staff, of whom one holds an appropriate early years qualification at level 5, another member of staff holds a level 4 qualification. The remaining six members of staff all hold level 3 early years qualifications. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the setting, including the outside space, and discussed the suitability and safety of the premises.
- The manager and inspector discussed the early years curriculum and how this is planned and delivered.
- The manager and inspector completed a joint observation.
- The inspector spoke to children and staff. She also spoke to parents and took account of their views.
- The manager showed the inspector evidence of staff suitability to work with children and other relevant documentation.

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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