

# Inspection of Rainbows End Pre-school

Chells Community Association, Mobbsbury Way, Stevenage, Hertfordshire SG2 0HT

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Inspection date:

23 March 2022

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Staff do not have high enough expectations of what children can achieve. Therefore, children are not challenged enough to help them make the best possible progress. For example, children's interactions with staff are often interrupted when staff leave the room to tend to other children's care routines. Children are not consistently encouraged to sustain their concentration and practise their speaking skills. They often answer questions using grunts and gestures rather than using the vocabulary they know. Despite these weaknesses in practice, children arrive at pre-school happy and eager to attend. They quickly settle into their play. Children respond well to the kind and caring staff. They understand simple rules. For example, they learn to say 'please' and 'thank you' when sitting at the snack table.

Children enjoy lots of time outdoors playing in the fresh air. They enjoy catching the bubbles and spend time in the large sandpit digging and filling containers. Children understand and confidently follow appropriate hygiene routines, such as washing their hands before eating. Children demonstrate good physical skills as they move along raised balance boards and around the large tyres. Some children walk across and around quickly showing how well they can balance. Other children are more cautious and crawl on their hands and knees.

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

- The new manager has ideas about how to develop the curriculum, but these changes have not been implemented yet. She talks about the importance of building children's vocabulary and supporting their behaviour. However, there is a lack of extended interaction between staff and children and conversations do not flow. For example, staff often ask questions in quick succession and do not always give time for children to answer or remain with children to listen to what they say.
- Staff have an accurate understanding of children's abilities and the progress they make. However, expectations of what children can achieve are not high enough. Although children enjoy the experiences at pre-school, these are not always well planned, and children's learning is not sequenced appropriately to build on what they know and can do. Staff do not respond quickly enough during activities to ensure children's learning is extended and they move forward in their development.
- Staff give children praise and talk about things that are special to them. This helps to promote children's confidence and sense of self-worth. Children are encouraged to make choices. For example, at snack time they select from a wide variety of nutritious fruits and vegetables.
- Children ask the staff for activities they want to try. For example, when some children want to paint, staff provide a few pots and brushes for children to use.

Children are encouraged have fun and explore the feeling of the paint on their fingers and palms of their hands.

- Parents provide positive feedback about the pre-school. They say they like the staff, that children are happy and that they can see progress with their children's sharing skills. Some parents frequently use the online system to share information with staff and to find out more about their child's experiences in pre-school.
- Staff work well with other professionals. They signpost parents to local services to ensure they have access to the support and guidance they need. Staff work closely with other settings that children attend. Where there are other professionals involved in children's care and education, partnership working is effective.
- The new manager is aware of the weaknesses in the quality of education and has plans to make improvements. Staff have some appropriate opportunities for training. However, the arrangements for supporting and coaching staff are not established to help them to embrace new initiatives and improve their teaching skills.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have secure knowledge of the pre-school's procedures for safeguarding children. They know the possible signs of abuse and neglect. Staff are clear about their responsibility to act promptly to record and report any concerns about children's well-being to the appropriate agencies. Staff attend training for child protection and safeguarding. They are aware of the local support services and signpost families to these to ensure they get the help they need.

## What does the setting need to do to improve?

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

	Due date
devise and implement an ambitious curriculum that is understood by all staff and helps them to build on what children know and can do and helps children to prepare for school	22/04/2022
focus professional development plans on improving staff's teaching skills, so that all children benefit from consistently good-quality learning experiences.	22/04/2022

**To further improve the quality of the early years provision, the provider should:**

- ensure staffing and resources are organised effectively so all children benefit from well-planned and uninterrupted learning opportunities.

## Setting details

<b>Unique reference number</b>	146443
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10230790
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Chells Community Association Committee
<b>Registered person unique reference number</b>	RP527856
<b>Telephone number</b>	01438 355458
<b>Date of previous inspection</b>	20 October 2016

## Information about this early years setting

Rainbows End Pre-school was registered in 1997 and is managed by a voluntary committee. The pre-school employs six members of staff. Of these, four hold qualifications at level 3, one at level 6 and one is currently training for a level 2. The pre-school opens during term time. Sessions are: Monday, Tuesday & Thursday 9am to 4pm; Wednesday 9am to 3.30pm; and Friday 9am to 3pm. The pre-school provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Alison Reeves

## Inspection activities

- 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 manager and has taken this into account in the evaluation of the setting.
- The manager and the inspector discussed how the provision for children's learning is organised. The inspector observed interactions between staff and children indoors and outside.
- The manager and the inspector completed a joint observation and evaluated the quality of the teaching and the impact this has on children's learning.
- The inspector spoke to parents who use the setting and considered their views. The inspector spoke with children at appropriate times during the inspection.
- The inspector reviewed evidence of qualifications and suitability of staff working at the setting.

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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