

Inspection of Rainbow Pre-School

Hindhaye County Infant School, Leigh Road, STREET, Somerset BA16 0HB

Inspection date:

22 September 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Despite inconsistencies in the quality of teaching, children arrive happy and settle quickly. They run to their key person with open arms and soon feel reassured and secure. However, children do not have consistently good learning experiences. For example, while babies are fascinated to find out what is making the noise in a box, and older children find their names on arrival, others gain little from some activities, such as chalking. This is because with little interaction and support from staff, they lose interest and wander off. Overall, children explore the environment and engage well in activities. However, not all staff have a secure understanding of their curriculum or know what children need to be learning, so their support sometimes lacks purpose and challenge.

Overall, parents are positive about the pre-school and their children's development. They comment on how friendly and approachable the staff are. Staff share their observations on children's development, on-line, to help parents support learning at home. However, not all parents know who their child's key person is or what staff plan to support their children with next. In addition, staff have not acted quickly to develop partnerships with other settings the children attend, so they make assumptions about the support that children with special educational needs and/or disabilities (SEND) receive there.

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

- The manager has identified the need to improve the supervision of staff. She has a new evaluation and monitoring process to help her focus on actions for development. However, this has not been implemented quickly enough to ensure children receive consistently good learning and support. Not all staff are secure in their knowledge of children's learning needs or the curriculum intent. The manager does not have robust systems to ensure all staff understand the policies and their responsibilities.
- Children explore the resources and are inquisitive. For example, older children search for letters in the sandpit, and staff help them to identify them. Two-year-olds enjoy stories outside and extend their language skills. Staff support early mathematical skills. For example, babies discover what they can fit into a container, and older children count successfully. However, sometimes staff take over what children are doing, so children gain very little learning and do not have opportunities to try to solve problems through trial and error. For example, staff roll dough for them, press a shape and remove it, limiting children's independent learning.
- Staff listen well to older children and enable them to understand about British values. For example, children vote on which book to read and know they will go with the majority. However, staff are inconsistent in managing children's

behaviour and do not have a good knowledge of the pre-school procedures. Overall, children behave well, but they receive mixed messages as to how to manage their emotions.

- The manager has not ensured that the key-person system is robust, to make sure that planning is tailored to provide children with good-quality learning experiences. Staff say that they all know the children well. However, although some staff have a good understanding of children's individual needs, others do not. Some children, including those with SEND, who do not have a key person, are sometimes left to choose what they want to do and receive little interaction and support.
- Babies' needs are met well. Staff work closely with parents to ensure they provide consistent care. All children have daily opportunities to be outside and develop their large-muscle skills. Overall, children develop some healthy practices. For example, they drink plenty of water and have nutritious snacks. Staff wipe young children's noses and wash their hands. However, they do not always help older children to become independent in managing these tasks for themselves.
- The special educational needs coordinator is new to her role. She has attended training and is beginning to establish procedures to ensure that children who need additional help receive it. For example, staff have received training to support children's individual physical needs. However, some staff are unsure of what the children need to be learning and how to support them, commenting that they are waiting on instructions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular training and have a suitable knowledge of child protection procedures. The manager and the designated safeguarding lead understand the procedures to follow if an allegation is made against a member of staff. Staff are about to attend refresher training to update and embed their knowledge of the 'Prevent' duty guidance. The manager and staff carry out effective risk assessments to remove potential hazards and keep children safe. The provider understands their responsibility to notify Ofsted of significant events as required.

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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improve the induction, supervision and monitoring of staff to raise the quality of teaching and ensure they understand their role and responsibilities, to offer children consistently meaningful learning and support	31/12/2022
strengthen the key-person system to improve communication between staff, parents and other providers the children attend, to identify where a child may have a special educational need and take appropriate action in a timely way to support them effectively.	31/12/2022

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

- focus staff training on providing consistent support for children's independence, personal development and problem-solving skills.

Setting details

Unique reference number	EY375021
Local authority	Somerset
Inspection number	10248643
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	1 to 4
Total number of places	32
Number of children on roll	56
Name of registered person	Court, Susan Lorraine
Registered person unique reference number	RP907144
Telephone number	01458898289 or 07876322763
Date of previous inspection	15 September 2017

Information about this early years setting

Rainbow Pre-School registered in 2008. It operates from premises in the grounds of Hindhaye Infant School, Street, Somerset. The pre-school opens five days a week, from 8.45am until 2.45pm, term time only. The pre-school employs 12 members of staff. Of these, 10 hold an appropriate early years qualification at level 3 and one holds an appropriate early years qualification at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Elaine Douglas

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 provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk to discuss the curriculum and what they want the children to learn.
- The inspector talked to staff, parents and children during the inspection and took account of their views.
- The manager and the inspector carried two joint observations in the outdoor environment and discussed the quality of teaching and learning.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector held a leadership and management meeting. The inspector checked safeguarding information and relevant documentation to demonstrate the suitability of staff.

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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