

Inspection of Raindrops Preschool

Raindrop Nursery, Tunstall Road, Knypersley, STOKE-ON-TRENT ST8 7AQ

Inspection date: 30 March 2023

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

Children's learning experiences at the setting vary. Staff's organisation of daily routine activities and their promotion of the pre-school rules and boundaries are inconsistent. For example, staff invite a few children to make fruit kebabs. Children are keen to take part, and they can talk about the fruit and what is healthy and unhealthy food. However, staff do not manage all children who want to join in well. As a large crowd forms around the table, children do not have enough space to see what is happening or hear and respond to instructions given. Therefore, children do not know what staff expect from them and miss out on potential learning opportunities.

Overall, children are happy at the setting. They enjoy being with their friends and play well together. They form good bonds with staff, who support their emotional needs well. Key persons know children well and can explain their next stages in learning. However, in practice, staff do not routinely implement them during interactions with children. For example, staff identify children with special educational needs and/or disabilities (SEND), including those who need support with their speech, but do not always place enough focus on enhancing their communication and language skills during the day. Therefore, teaching is not consistently good enough to support children's learning needs and promote the best possible progress being made.

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

- A new management team took over the setting three weeks ago. The new leaders fully understand the weaknesses of the setting and have a strong ambition to improve. Staff supervision and professional development is high on the agenda. However, this is not yet embedded and, as such, supervisions do not yet help to ensure good-quality teaching and continually improve the outcomes for all children.
- The curriculum is not good enough. Staff observe children and know their stage of development. However, teaching varies, including the support for children with SEND. Staff implement individual and targeted plans for children with SEND who have support from outside agencies and professionals, but not for those who are still waiting for referrals to take place. Some activities that staff provide lack challenge or are too difficult for different children. For example, staff provide children with the opportunity to cut out pictures of food and stick them on a paper plate. However, they fail to extend this for children who find it easy or provide appropriate support for those who struggle to use the scissors correctly. This means that although children show an interest and initially engage, they swiftly give up, walk away and do not learn any new skills.
- Children generally behave well. Staff have rules for the children, but they do not

consistently implement them to ensure that children fully understand them, which has a negative impact on what children learn. For example, during morning group time, children sit on the carpet together and staff read a story. However, children have toys in their hands, which they play around with. Those who are not listening distract their peers and children do not get a chance to enjoy the story. Outdoors, when staff call children to go indoors for a nappy change, they throw resources down on the floor and run in. This does not teach children to respect the environment that they are in.

- Parents are happy with the setting. They value the new management team and can see the changes coming into force. They know their child's key person and feel that staff are very approachable and supportive. Parents are happy with the online system that staff use to share information about their child's day. However, when children initially start, staff do not gather information from the parents about what their child knows and can already do. Therefore, staff do not gain valuable early insight into each child's development to help inform their planning and move children forward in their education in a timely manner.
- Children have a good range of resources indoors and outdoors. They can access resources independently. Staff widen children's experiences within the community. For example, staff and children walk to the local supermarket. They take shopping lists and money to buy fruit for snack time. They then return to the setting on the bus. This enables children to experience things that may be new to them and embed their prior knowledge of the world.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a clear understanding of safeguarding. They understand the signs and symptoms of possible abuse, and know who to contact if they feel that a child is at risk of harm. Staff understand the procedures to follow should an allegation be made against a colleague. Staff have undertaken safeguarding and paediatric first-aid courses, and, as they complete these at different times, feed back any updates to the team. The recruitment procedure is sound and relevant checks are made to ensure that staff are safe to work with children. The environment is secure and the resources are clean. Staff undertake risk assessments and ensure that activities are 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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implement and embed staff supervisions and professional development to improve their teaching skills and ensure good-quality learning experiences for all children	30/06/2023
improve and monitor the implementation of the curriculum to ensure that all children, including those with special educational needs and/or disabilities, benefit from challenging learning opportunities that support them to make the best possible progress.	30/06/2023

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

- review the organisation of daily routines and give children clearer behaviour guidance to enable them to respect each other, the resources they use and their environment
- gain information from parents about children's starting points to enable staff to plan for children's learning in a timely manner.

Setting details

Unique reference number	EY481677
Local authority	Staffordshire
Inspection number	10284312
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	33
Name of registered person	Bee Active Childcare Ltd
Registered person unique reference number	RP904796
Telephone number	07903529026
Date of previous inspection	21 June 2017

Information about this early years setting

Raindrops Preschool registered in 2014. It is based in Knypersley, Staffordshire. The pre-school employs six members of childcare staff, of whom one holds qualified teacher status and four hold qualifications at level 2 or above. The pre-school opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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