

# Rainbow Early Years

Rainbow Early Years, c/o Holbrook Primary School, Holbrook Lane,  
Trowbridge, Wiltshire BA14 0PS



<b>Inspection date</b>	12 September 2018
Previous inspection date	9 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The manager is dedicated and passionate in her drive to provide high-quality care and learning for all children. She is committed to continuously evaluating the pre-school and driving improvements. For instance, children now have more opportunities to climb in the outdoor area.
- The pre-school is warm and welcoming, and extremely inclusive. Children are confident and happy. The use of an effective key-person system and supportive settling-in procedures ensure children receive reassurance when they first start.
- Partnerships with parents and other providers who jointly care for children are effective. The manager and staff have close working relationships with them. This helps to provide consistent care and learning that meet children's individual needs.
- Staff promote children's mathematical development well through exciting activities. For example, children thoroughly enjoy feeding dried pasta to 'tennis ball monsters'. Staff support children to count, estimate and introduce mathematical language.

### It is not yet outstanding because:

- At times, staff do not allow sufficient time for children to think and respond to questions.
- Staff do not organise snack time and some group activities consistently to make the most of all learning opportunities for children.

## What the setting needs to do to improve further

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

- strengthen the opportunities for children to have more time to think and respond to questions and maximise their communication skills
- use time more effectively during snack times and group times to maximise children's learning and avoid excessive waiting.

### Inspection activities

- The inspector observed the quality of teaching across the setting, and assessed how this contributed towards the progress children make in their learning.
- The inspector spoke with parents and took account of their views.
- The inspector held a meeting the manager. She sampled a range of documentation, including staff suitability, policies and procedures and children's learning records.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke with children and staff at appropriate times during the inspection.

### Inspector

Kelly Sunderland

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are fully aware of their individual roles and responsibilities to protect children from harm. They are aware of the possible signs of abuse and the correct procedures to follow if they are concerned about a child. The manager and staff regularly monitor the progress that children make. This ensures children receive the support they need to make good progress. The manager supports staff well to reflect on their individual practice. For instance, she conducts regular supervision meetings with staff and supports staff with ongoing training. Recent training has supported staff to provide children with more communication friendly spaces to promote their communication and language development.

### Quality of teaching, learning and assessment is good

Staff observe, assess and plan successfully for children to support the next steps in their learning. The experienced staff team knows the children in their care well. Staff follow children's lead and support their emerging interests well. For example, children thoroughly enjoy cooking using ingredients they picked themselves earlier in the week. Staff provide clear explanations and demonstrations that help children to learn to use resources and acquire new skills. For instance, staff show children how to manipulate play dough and how to use scissors correctly.

### Personal development, behaviour and welfare are good

Children show they feel safe and secure in the setting. They confidently explore and investigate their surroundings. Staff provide nutritious snacks for children, and support children to learn about healthy lifestyles and the world around them. For instance, children are inquisitive about the vegetables they are growing in the outdoor area, staff support them to understand what plants need to grow. Staff support children to be aware of safety. For example, children help to clear up sand that has come out of the outdoor sand pit and know it is to stop children slipping over.

### Outcomes for children are good

Children make good progress in their learning and development, including those who learn English as additional language and those who have special educational needs and/or disabilities. Children are motivated and eager to learn. They are developing good early literacy skills. For instance, they are able to recognise their name and are beginning to learn different letter sounds that letters represent. Children are skilful communicators. They are developing the skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	145813
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10066859
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Rainbow Early Years
<b>Registered person unique reference number</b>	RP522032
<b>Date of previous inspection</b>	9 February 2016
<b>Telephone number</b>	01225 774478

Rainbow Early Years registered in 1993. It operates within the grounds of Holbrook Primary School, in Trowbridge, Wiltshire. The pre-school is open each weekday from 8.30am to 3.30pm, during school term times. The pre-school employs 14 members of childcare staff. Of these, 13 staff hold relevant early years qualifications at level 2 and above. The manager holds early years professional status. The pre-school receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

