

Inspection of Rainbow Preschool

Methodist Church Hall, Spring Lane, Colden Common, Winchester, Hampshire SO21 1SB

Inspection date: 13 March 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The members of the established pre-school team work seamlessly together to provide an outstanding learning environment for children. They embrace the space they have, particularly the outside area, and maximise their local surroundings. The managers' and practitioners' dedication ensures children receive the utmost support in order to flourish.

Children are extremely happy and safe in the pre-school. They show excellent attitudes towards keeping themselves safe. Practitioners promote this exceptionally well throughout daily activities. When asked, children confidently articulate the processes they will take if the fire alarm sounds. They demonstrate a great understanding of their safety and that of others.

Children are eager to play in the well-planned environment. They show an extremely positive attitude towards their learning. For instance, children develop fabulous communication and language skills as they inquisitively explore ice cubes. They are quick to explain, using descriptive words, such as 'melting', as they talk about what they can see happening. As the ice cubes melt, children find letters and enthusiastically make the letter sounds. Children develop fantastic early literacy skills, which helps them to prepare for the next stage of their learning.

Practitioners have high expectations of children's behaviour and role model this exceptionally well. If children's behaviour lapses, the proactive and passionate practitioners are quick to intervene, if appropriate. Children begin to understand the impact their behaviour has on others.

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

- The members of the committee fully embrace their roles and responsibilities. They use their own professions to benefit the pre-school. For instance, trained nurses help to form the pre-school's protocol on managing children's allergies. The manager is fully supported and held accountable. She uses her wealth of knowledge and experience to drive the pre-school forward.
- The well-qualified and experienced practitioners are always thinking ahead and ensuring they are constantly moving forward and developing their own practice to improve outcomes for children. The passionate manager has highly effective systems in place to support and mentor all practitioners and students.
- Practitioners ooze confidence in their teaching abilities and provide high-level interactions which capture children's interest with ease. Children are engrossed during story times with practitioners. Their responses to questions throughout the story demonstrate their intent listening and their anticipation of what might happen next.

- The manager and practitioners are clear on the intent of their learning and how best to implement this for each child. Children with special educational needs and/or disabilities are supported extremely well to make the best progress. Language groups take place daily to support children's communication and language. This builds on skills they need to develop within this area.
- All practitioners have a robust knowledge of children's needs, which enables them to fluidly adapt activities and their teaching to suit. For example, children use their gross motor skills to create dens in the outdoor space. Children come up with their roles within the play and practitioners seamlessly facilitate these. Children lead their play enthusiastically and seek others to experience it with. This develops children's social skills excellently.
- Children are provided with a range of activities and experiences that build on their skills and knowledge. They cook daily, where they develop an understanding of numbers through weighing ingredients. Children learn practical life skills, such as cracking eggs, which also develops their fine motor skills.
- The pre-school schedule time each day where children go off site to the local park. Children know the routine of the day exceptionally well and show enjoyment in this activity. Practitioners begin singing a catchy song about safety before they venture off. This provides a stimulating and enjoyable reminder of the rules to follow when out in public spaces. Children develop excellent physical skills as they throw balls, and negotiate space when running and using climbing equipment.
- The manager and practitioners have formed excellent partnerships in the community. They work effortlessly with local schools to support children's eventual move to school and have highly effective systems for communication with parents. Parents provide overwhelmingly positive appreciation for the pre-school. They comment that their children are treated as individuals and have their medical needs supported excellently. Parents highlight that practitioners are dedicated and evidently enjoy being with children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements that are in place are extremely robust and help to protect children's safety and welfare. The manager and deputy take the lead roles for safeguarding. They place children's safety at the heart of their practice and promote a culture of vigilance. The manager, deputy and practitioners all know what to do should there be an allegation made against them. The managers and practitioners fully understand their roles and responsibilities in regard to making a referral to outside agencies. Thorough risk assessments are in place to ensure the environment and procedures are reviewed and checked daily.

Setting details

Unique reference number	110010
Local authority	Hampshire
Inspection number	10108403
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	2 to 4
Total number of places	26
Number of children on roll	51
Name of registered person	Rainbow Playgroup Committee
Registered person unique reference number	RP908655
Telephone number	01962 713368
Date of previous inspection	11 June 2015

Information about this early years setting

Rainbow Preschool registered in 1997. It is committee run and is located in Colden Common, near Winchester, Hampshire. The pre-school employs nine members of childcare staff, all of whom hold early years qualifications at level 3 or above. Both the manager and the deputy hold qualifications at level 5. The pre-school is open from Monday to Friday during school term time. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Doncom

Inspection activities

- A joint observation was carried out by the inspector and the manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including risk assessments and evidence of staff's suitability checks.
- A leadership meeting was held with the inspector and the manager.
- The inspector and the manager carried out a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.

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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