

Inspection of Rainbow Preschool

Hope Community Church, Deveron Way, HINCKLEY, Leicestershire LE10 0XD

Inspection date: 25 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are excited and full of enthusiasm as they enter this warm and vibrant pre-school. They show that they are happy, safe and secure. From an early age, children have a positive attitude to their learning and behave well. Younger children separate from their parents and settle quickly into their play. Children move around the room, choosing what they would like to do. All children show a strong sense of belonging as positive relationships are fostered with staff and other children. They enjoy their play, which combines both adult-led and child-initiated activities. Children thoroughly enjoy playing outside. They learn to take risks as they climb and balance. Children learn to skilfully negotiate spaces as they peddle tricycles around obstacles. Screams of delight are heard as children run and jump into tyres. These activities provide them with exercise and their physical development is enhanced. Children are involved in their local community. They plant trees close to the pre-school as part of an initiative to improve environments for the future. Staff have high expectations for children's behaviour and children understand these expectations clearly. They provide a wide range of activities that ignite children's imagination and encourage them to learn. This is evident as children role play as customers and shop keepers. They use shopping lists and tick off the items as they purchase them. Children thoroughly enjoy this activity and chat to each other about shopping with their parents.

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

- The manager is focused on continuously improving the quality of the pre-school. She has created a detailed action plan which shows she has many ideas to develop the pre-school further to benefit the children. One of her ambitions is to involve them more in the local community. She has already made some progress with this and demonstrates the ability and enthusiasm to take this further.
- The staff work together harmoniously as a team. The manager cares for the well-being of her staff and conducts regular supervision meetings to discuss their workload. She provides ongoing support to help develop their practice further. Staff meet regularly to share their ideas and views, and are encouraged to make decisions. They complete mandatory training, such as first aid and safeguarding. However, opportunities for staff to broaden their own professional development, to raise the quality of education further, are not fully embedded.
- The manager organises a curriculum that encourages the children to learn through their play and interests. Staff provide a broad range of activities and resources which enhance children's individual learning. For example, children thoroughly enjoy playing with tweezers, tins, spaghetti and cereals. They explore different ways of picking items up to help strengthen their fingers and thumbs. The children stay engaged for a long time. However, staff do not extend children's learning further. Children practise the skills they already have

but are not consistently challenged to learn new things.

- Staff focus on promoting children's communication and language skills. They ask children a range of questions and give them time to think and respond. Staff use books well to capture children's interests and to increase their vocabulary. For example, after listening to a story about a house that is too small, children use words such as 'squash' and 'squeeze' in their play.
- Children are kind and caring. Older children help younger children with routines. For example, they tell them when snack is ready and to put their coats on for outside play. Children learn to take turns as they play. For example, they play a matching game and learn to patiently wait until it is their turn. Children comment by saying 'your turn, my turn'.
- Children learn the importance of healthy lifestyles and good hygiene. They wash their hands before having snack. Children thoroughly enjoy eating fruit and talk about healthy food while they play. They learn about food from different countries when they taste food as part of celebrating other cultures and traditions. For example, they enjoy trying pancakes on Pancake Day.
- Parents are kept informed about their children's progress and are invited to share information regularly about their children's achievements. Staff gather information from parents about what children can do and what experiences they have at home. They provide children with opportunities to develop their future learning. For example, children relish outings to the theatre or the farm, and go on walks in the woodland, to help extend their current experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff attend regular safeguarding training and understand their responsibilities in keeping children safe. Staff demonstrate a robust understanding of how to recognise signs of potential abuse and neglect. They know the safeguarding procedures to follow should they identify a child at risk of harm. Staff are aware of wider safeguarding issues such as the 'Prevent' duty. There are good systems in place for the safe recruitment of staff to ensure that they are suitable to work at the pre-school. Staff complete regular risk assessments to keep the environment safe and secure.

What does the setting need to do to improve?

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

- adapt activities to increase the level of challenge for older children, in order to extend their learning
- encourage staff's own professional development further to raise the quality of education to a higher level.

Setting details

Unique reference number	EY248147
Local authority	Leicestershire
Inspection number	10138426
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	36
Number of children on roll	50
Name of registered person	The Hope Community Church Hinckley Trust
Registered person unique reference number	RP521078
Telephone number	01455 233798
Date of previous inspection	3 February 2014

Information about this early years setting

Rainbow Preschool registered in 2003 and is located in Hinckley, Leicestershire. The pre-school is open from 9am until 1pm on Tuesday, Wednesday and Friday, and 9am until 3pm on Monday and Thursday, during term time only. The pre-school employs 12 members of staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector and the manager completed a learning walk throughout the pre-school. They discussed how the early years provision is organised and how the curriculum supports children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She had a meeting with the manager and business manager at the end of the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint evaluation of an activity with the manager. She observed the quality of education during activities, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector viewed a range of essential documentation, such as staff suitability checks and first-aid certificates. She reviewed the attendance register and discussed the staff's qualifications and training needs.

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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