

# Inspection of Rainbow Preschool

The Old Clinic, Downham Road, Ely, Cambridgeshire CB6 1AF

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Inspection date: 16 June 2021

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
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| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Requires improvement |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive confidently and happily. They show familiarity with the new routines put in place to promote their welfare during COVID-19 (coronavirus). Although parents are currently unable to come into the pre-school, children greet staff at the gate and excitedly go in with them to settle to their chosen activities.

Staff are clear about what they want children to learn before they leave the pre-school and go to school. Children develop good-independence skills, such as getting undressed and putting appropriate clothing on for a yoga session. Children enjoy being with their friends in the small, friendly provision. They behave very well, and they show care and concern for others, for example, when another child's sunhat falls off on a very sunny day. Children have time and resources to use their imagination and to explore their ideas with others. For example, they create a 'rocket' from cardboard boxes and 'blast off' to 'space' to have a 'picnic on the clouds', which they agree look like 'cotton candy'.

Children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language are supported well in the fully inclusive provision. Activities are successfully planned and are adapted to ensure all children's learning needs are met and they make the best progress they can.

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

- Staff plan the curriculum so that each child enjoys a wide range of learning opportunities and makes very good progress in their learning and development. Feedback from parents shows that they wholeheartedly agree with this. Children enjoy learning outside. They explore the 'water wall' and hop, jump, run and march during a physical-skills session designed to energise and to get children moving.
- Staff interactions with children are very good in general. They extend children's learning, for example, by asking them to remember where the face down picture card is, ready for their next turn. Focused activities are very well planned with clear learning intentions specific to each child's needs. These are delivered in a very confident and animated way, which holds children's attention, excitement and anticipation to ensure a good level of engagement. However, staff do not always place a high enough value on enabling children to complete their self-chosen activities before, for example, they are told it is time for snack.
- Snack and lunch times are very social occasions. Older children practise their physical and independence skills as they strengthen their ability and confidence in using a knife and a fork. There is vibrant discussion about their families, holidays and friends, which all children enjoy contributing to. Children's allergies, intolerances and dietary preferences are fully taken into account in the provision

of any food by the pre-school.

- Children enjoy role play and use familiar experiences to develop their own ideas. For example, they 'style' staff's hair using familiar products, such as a brush, bobbles, hair slides and rollers. However, staff do not make best use of spontaneous opportunities to support children's deeper learning, for example, by encouraging children to solve problems themselves, and doing this through trial and error and using their critical thinking skills.
- The manager and the staff work as a strong, cohesive team. The committee shares their dedication and commitment to providing each child who attends the pre-school with a very good early years experience. Parents say that they are extremely appreciative of the good levels of communication that they constantly have with staff at the pre-school. The manager and the staff have placed a real emphasis on supporting the well-being of all children, of their families and of staff during the COVID-19 pandemic.
- The manager and the committee have an accurate overview of the provision, including its strengths and areas for development to take it to the next level. Staff supervisions are now more effective. Staff have invested their time in relevant training initiatives to provide further support for children's communication and language development, particularly for those who speak English as an additional language. Additional funding obtained for some children is spent appropriately to help close any gaps in their learning. Recruitment procedures are robust to ensure that only those who are suitable, work with the children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff have a good understanding of the signs and symptoms of potential abuse and who they need to refer any concerns about a child or about a colleague to. Staff have a secure awareness of wider safeguarding issues and how to recognise when children may be at risk of harm. Those staff with additional safeguarding responsibilities are clear about their roles and about the decisions they need to make in the interests of the safety and well-being of the children they care for.

## What does the setting need to do to improve?

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

- find ways to raise the level of children's participation and engagement to an even higher level so that they are able to complete self-chosen activities to their own satisfaction
- support staff to identify and to make use of more spontaneous opportunities effectively to encourage children's critical thinking and problem-solving skills.

## Setting details

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| <b>Unique reference number</b>                     | 221724  |
| <b>Local authority</b>                             | Cambridgeshire  |
| <b>Inspection number</b>                           | 10151443  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Sessional day care  |
| <b>Age range of children at time of inspection</b> | 3 to 4  |
| <b>Total number of places</b>                      | 20  |
| <b>Number of children on roll</b>                  | 23  |
| <b>Name of registered person</b>                   | Rainbow Pre-School (ELY) Committee  |
| <b>Registered person unique reference number</b>   | RP910868  |
| <b>Telephone number</b>                            | 01353 667283  |
| <b>Date of previous inspection</b>                 | 13 March 2020   |

## Information about this early years setting

Rainbow Preschool registered in August 1992. The pre-school employs five members of childcare staff, all of whom hold appropriate early years childcare qualifications between level 2 and level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am to 2.45pm. The sessions on Monday, Wednesday and Friday afternoons are for the oldest children only. The pre-school offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anna Davies

## 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 manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together, and they discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- A significant number of parents provided the inspector with written feedback. The inspector took account of their views.

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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