

# Inspection of Rainbows Pre-School Ltd

## Fair

Woodland Community Centre, Savernake Way, Fair Oak, Eastleigh, Hampshire  
SO50 7FL

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Inspection date: 8 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children model exceptional behaviour as they collaborate closely with friends. This is apparent when they make pretend 'potions' and 'flower soup' in the mud kitchen. Children are very highly motivated to develop their own play as they decide what type of ingredients will make their dish extra tasty. Staff provide good support for children to build on their vocabulary skills. They encourage children to describe the smell and feel of herbs before they add the fragrant leaves to their mixture. Children link up with friends to engage in physical play. They carefully add water to create deep muddy puddles and enthusiastically jump up and down to see who can create the biggest splash.

Children confidently enter the pre-school without parents. On arrival, they gravitate towards their own key person. The secure attachment with this special adult helps them feel safe. Staff have a good grasp of children's unique interests. They plan challenging activities and support every child to make good progress in their learning. Staff help children develop good mathematic skills. They do this when they organise board games. Children show extremely high levels of respect for staff and listen very carefully to the rules of the game. Staff encourage children to count the dots on the dice aloud before they move their game piece to the desired location.

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

- Partnerships between staff and parents are good. Staff talk to parents about changes to children's routines, offer them advice about good nutrition and share observations of children's play. However, staff do not consistently communicate information about children's next steps in learning. Some parents are not sure what staff are working on with children. This makes it more difficult for parents to build on new learning with children at home.
- Staff access training that is most relevant for the children they support. Recently, staff attended a course which focused on teaching children with special educational needs and/or disabilities. They shared what they learned with colleagues. This included ideas about how to support children's good communication skills. The management team continues to build on the portfolio of courses available to staff. This helps motivate staff to concentrate on their professional development.
- The management team works with staff to precisely target additional funding and meet children's learning needs. For instance, they purchase role-play equipment. Staff use the lifelike resources to provoke conversations with children and develop their speech and language skills. They also introduce simple wind-up toys to ignite children's interest in technology. Children laugh loudly as they experiment with mechanical toys.

- In the summer term staff hold productive conversations with teachers at local schools. They share information about children who are moving to school, including details of children's care needs, daily routines and developmental progress. This is so teachers are able to fully support children to adapt to the new environment when the time comes.
- Staff are intuitive, they intervene in children's conversations when they know it will be most beneficial for learning. This is evident when children talk about ice creams they eat at the seaside. Staff help build on this conversation and encourage children to discuss other countries they go to on holiday. Children enrich the conversation further as they talk about extended family, where they live and how often they visit them. Children are delighted to engage with friends as they discuss differences between their families.
- During the COVID-19 (coronavirus) pandemic, meetings between the manager and individual staff became slightly less formal. However, the manager frequently checks on staff well-being. She makes sure that they feel free to voice any concerns or to seek help in their job role. The pre-school has a strong staff team who work very well together.
- Staff understand the learning and care needs of all children they look after. They tailor a curriculum which encompasses all seven areas of learning and helps children learn a range of skills. Children socialise exceptionally well and they show brilliant determination as they attempt new tasks. Children develop good communication skills and they enjoy sharing their opinions. They are well prepared for the next stage in their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff continuously remain vigilant to risks that effect children. Since the COVID-19 pandemic staff have implemented additional cleaning measures. They did this to reduce the possibility of cross infection even further. Staff frequently review play areas to check resources are clean and safe for children. The manager, who is the designated safeguarding lead, has a clear understanding of safeguarding issues. Staff know to speak to her if they have any concerns about children so she can promptly share information with the safeguarding partnership. Staff carry safeguarding information cards. These act as a reminder of other professionals they can contact if they need advice about how to keep children safe.

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

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

- strengthen good partnerships with parents, to further include parents in their children's learning at home and in the pre-school.

## Setting details

<b>Unique reference number</b>	EY556974
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10174790
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Rainbows Pre-School Limited
<b>Registered person unique reference number</b>	RP551630
<b>Telephone number</b>	07773574550
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rainbows Pre-School Ltd Fair re-registered in 2018 and operates from a community centre in Fair Oak, Hampshire. The pre-school is open Monday to Friday, 8.30am until 4pm, term time only. There are two owners who work directly with children and nine other members of staff. One member of staff holds qualified teacher status and eight members of staff hold a relevant childcare qualification at level 3. The provision provides early years education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Bruce

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector spoke to staff about the progress children are making in different aspects of their learning and development.
- The inspector invited parents to share their views of the care staff provide for their children.
- The management team used the learning walk to explain to the inspector how they organise the curriculum.
- The inspector and the manager watched a member of staff lead an activity. They then evaluated it together.
- The management team and the inspector met for a leadership meeting where they discussed a wide range of topics, including safeguarding.

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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