

Inspection of Rainbow Pre-School

Chelmer Village Hall, Chelmer Village, Chelmsford, Essex CM2 6RF

Inspection date: 22 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy, settle quickly, and know the daily routines. They wash their hands when they first arrive and sit down on the rug to wait for the start of the session. Children practise their listening and communication skills as they respond to staff when their names are called out.

Younger children play nicely together. They use their developing hand skills to place small-world people and animals inside toy castles and tree houses. Older children use magnetic rods to 'hook' coloured fish from the tissue paper 'water' and proudly tell staff what number is on their fish. This helps to support their mathematical development. Staff encourage children to see if they can find the next number, which also helps to support their understanding of numerical order.

Children enjoy playing outside. They delight in picking the herbs which have grown in the garden. Children use their fingers to pinch the herb leaves to release the fragrance. They then use the herb leaves in the mud kitchen. Children behave very well. Younger and older children enjoy playing together. They share and take turns in group games. Children show respect for their peers and wait patiently for their turn during group activities.

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

- The committee, manager and staff have worked hard to address the actions set at the previous inspection. The curriculum is much more focused and ambitious. The younger children are now based in a separate room upstairs. This enables staff to provide age-appropriate activities to support their early development.
- Children enjoy playing in the home corner. They pretend to cook the toy food and serve the meals to their friends and staff. However, there is a lack resources to help further support and challenge children's imaginative play.
- Children form good relationships with staff. Younger children enjoy reassuring cuddles with their special person when they feel unwell or want a story. Older children approach staff to tell them what they are doing and to ask for help, such as when they need support to use scissors correctly.
- Younger children delight in messy play. They use their hands to scoop the gloop mixture up and watch as it melts between their fingers. Children make marks using coloured paint and need little encouragement to paint their hands and print onto the paper. Once they have finished, they know that they need to wash their hands at the portable handwashing station. Children confidently tell staff when the water has run out of the tank and needs refilling.
- Children independently choose what they want to play with. Staff generally join in and support their self-chosen play. However, sometimes, staff miss opportunities during their interactions with children to help extend their

understanding and learning further.

- Children make good progress in relation to their individual starting points. Staff carry out regular observations and assessments, which they upload on to an electronic app. The manager has oversight of the children's progress, which also helps to identify any gaps in their learning.
- Staff have good relationships with local schools. They provide children with photos of their new teachers and the school. Staff share detailed information about individual children to help teachers get to know their new pupils.
- Staff know how to contact external professionals should they have any concerns about a child's learning or development. Children for whom the pre-school receives additional funding are well supported by staff, who understand their individual needs and tailor activities to help to close any gaps in their learning.
- Staff regularly have supervision meetings with the manager. They meet to discuss their key children and their professional development. The manager encourages them to attend training courses, which helps to support their practice and outcomes for children.
- Partnerships with parents are good. Parents share information about what their children do at home online, which staff read and then plan activities or experiences to meet children's emerging new interests. Staff also speak to parents at the door, which allows for information about children to be exchanged to meet their care and development needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to safeguard children. They update their knowledge regularly, which helps them to identify the signs and symptoms which may indicate that a child is at risk of harm or abuse. Staff know where to find information about how and who to contact should they need to share their concerns with statutory agencies, which helps to keep children safe. Child protection and other safeguarding policies are displayed on the pre-school's website, which means that parents can read and understand the steps staff take to protect children.

What does the setting need to do to improve?

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

- develop the range of resources available to children, particularly in the role-play areas
- encourage staff to make the most of all interactions with children, to help to extend their learning and interest further.

Setting details

Unique reference number	508748
Local authority	Essex
Inspection number	10201468
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	38
Name of registered person	Rainbow Pre-School Committee
Registered person unique reference number	RP519083
Telephone number	07901 886488
Date of previous inspection	21 June 2021

Information about this early years setting

Rainbow Pre-School registered in 1999. The pre-school employs 13 members of staff, 11 of whom work directly with the children. Seven members of staff hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Mann

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The inspector viewed all areas of the pre-school and discussed the safety and suitability of the premises.
- The inspector and the manager had a learning walk around the premises and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The manager and the inspector carried out a joint observation together.

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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