

Inspection of Rainbow Playgroup

Methodist Church Hall, Nayland Road, Mile End, Colchester, Essex CO4 5ET

Inspection date: 17 January 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at the pre-school. They readily leave their parents at the door and are greeted by friendly staff. Children are supported to hang their coats and bags up before going to find their friends. They join in with the 'hello' song and smile as they hear their name in the song. This helps them to have a good sense of belonging.

Children develop their independence during daily routines. They learn to recognise their written name as they self-register for snack. They use serving spoons to put banana on their plate and use small jugs to pour milk into their cups. Children are encouraged to clear plates away when they have finished eating. Staff give children praise and encouragement, helping to boost their self-esteem.

Children make choices in their play as they move freely around the room to explore and develop their own ideas. They choose from a wide range of activities and resources that encourage them to develop their imaginations. They act out familiar events and use the knowledge they have gained through stories, during their play. For example, they use characters from the story of 'The Gruffalo' and retell the tale.

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

- Since the last inspection, there have been changes in the management team. The new manager has reflected on how they organise the pre-school and what they intend for children to learn. They sought support from the local authority and implemented changes successfully. As a result, they have created a more settled and stimulating environment for children to play and learn.
- Children learn what makes them unique as they explore an 'All about me' topic. They use mirrors to examine their facial features as they make self-portraits, discussing the similarities between themselves and others. On occasions, during adult-led activities, staff do not successfully build on what children already know. For example, during topic work, staff do not help children to remember what they have previously learned. As a result, most-able children are not learning to make connections so that they get to know, and be able to do, even more.
- Staff weave learning opportunities for mathematics into daily routines. In the garden, children push cars down guttering of varying heights. Staff help them to investigate what would happen if the height of the guttering changed and how this affects the speed of their cars. Children learn to recognise written numbers when serving snack. Older children show their confidence with the names of shapes such as 'oval', and what happens when they cut the shapes in half.
- Children are helped to understand what is expected of them. Staff have consistent expectations of their behaviour. They gently remind children of the

pre-school rules throughout the day. For example, they are reminded to use walking feet when inside the building. As a result, children's behaviour is good.

- Staff support children to learn language and communication skills. Children listen to staff as they read familiar stories and enjoy singing songs. Staff repeat back the words children say to sensitively correct pronunciation. They model taking turns in conversation and narrate children's actions. However, sometimes, staff do not engage children in more detailed discussions, to help build on children's developing speech even further.
- Parents speak positively of the pre-school and staff. They feel well informed about their child's day and the progress they have made since starting. Staff explain to parents what their child needs to learn next and how to support their learning at home. Parents comment on the 'kind and reassuring staff'. They value the support and guidance staff offer on areas of development, such as potty training at home.
- The manager supports her team well. She provides regular times for staff to discuss their work and the children they care for, for example, during team and individual supervision meetings. Staff have the opportunity to attend training courses to enhance their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to safeguard children and are aware of wider safeguarding issues. They know how to report concerns if they feel that a child's well-being is at risk. Robust recruitment and vetting arrangements help ensure that staff working with children are suitable to do so. The staff know the procedures to follow if they have concerns about the behaviour of another adult working with children. Effective staff deployment means that children are well supervised and cared for. This promotes children's safety and welfare.

What does the setting need to do to improve?

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

- provide more support and training for staff to further enhance the planning of activities for children, taking into account children's prior knowledge
- help staff to understand how to further extend children's vocabulary.

Setting details

Unique reference number	203441
Local authority	Essex
Inspection number	10072490
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	23
Name of registered person	Rainbow Playgroup Committee
Registered person unique reference number	RP520373
Telephone number	07779 349128
Date of previous inspection	26 May 2016

Information about this early years setting

Rainbow Playgroup registered in 1997 and is run by a committee. The playgroup employs five members of childcare staff; all hold appropriate early years qualifications. The playgroup opens Monday, Wednesday, Thursday and Friday, during school term time. Sessions are from 9am until 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Shelly McDougall

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector viewed the pre-school and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.

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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