

Inspection of Rainbow Pre-School and Out of School Club

Mierscourt Primary School, Silverspot Close, Rainham, Gillingham, Kent ME8 8JR

Inspection date: 27 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are eager to enter the pre-school to begin their day. On arrival, they confidently know the routines. For example, they know that they need to hang their coats and wellies up outside. Staff prepare a stimulating range of activities to help children achieve the next step in their learning. Staff are skilled in knowing what support children need to become confident learners.

Children relish spending time in the well-resourced outside area. For example, they use their physical skills to create self-made assault courses safely, using a range of natural resources. Children thrive in the creative area and are encouraged to be independent. For instance, they select the resources they need and are taught how to use the paint decanters. As a result, children are able to access the paint on their own and proudly share their creations with adults. Children behave very well. They are considerate of others' needs when exploring bugs outside and move so others can have a turn.

Staff support children's speech and language development well. They model language and introduce new words to children during their play. For instance, staff introduce words such as 'splodge' during creative activities.

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

- Staff support children to develop their knowledge of the world around them. For example, they encourage children to use non-fiction books to find out more about insects after finding one in the garden.
- Staff regularly meet with parents to discuss the progress children are making and their future learning. They provide parents with ideas on how they can support their children's learning at home. As a result, children have opportunities to practise their newly learned skills.
- Children are given ample opportunities to embed and extend their knowledge. For example, when building with the train track, children could name the turntable and spoke about what the signals meant. This then allowed staff to extend on children's learning about how trains work and move.
- Children grow their own fruit and vegetables, which they eat at snack times. This helps staff in teaching children about healthy choices and where food comes from.
- Some daily routines are not used well enough to support children's learning and development. For example, during tidy-up and lunchtime routines children spend long periods in group activities, which not all children want to take part in. This has an impact on the way children behave and engage.
- Leaders regularly gather feedback from parents, staff and children about how they can improve and develop the pre-school. However, there are no focused

plans for ongoing improvement.

- A well-established key-person system helps children to form strong attachments to the adults in the setting. Parents are aware of who their child's key person is, and they feel that any questions they have are dealt with swiftly.
- Children enjoy looking at the photos that staff have taken of them at the pre-school. Staff value the experiences children wish to share from home. This encourages children to talk about life outside of the setting.
- Staff provide mark-making resources for children across the whole provision. This encourages children to use mark making to support their play. For example, children building and constructing were encouraged to write their ideas down.
- Staff have time to talk to leaders one-to-one. This provides staff with opportunities to discuss their practice and performance. As a result, staff feel well supported in sourcing further training opportunities.
- Care routines are dealt with sensitively. Children are supported in all stages of toileting. For example, children have brought in potties from home. As a result, children are learning the skills needed to become independent and confident in toileting routines.
- Children with special educational needs and/or disabilities are supported to achieve. Staff have plans in place that have been created with other professionals. This ensures that all children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders work hard to ensure there is a strong culture of safeguarding within the setting. All staff undertake regular safeguarding training to keep their knowledge and understanding up to date. As a result, they have a good understanding of the signs which could indicate that a child is at risk of harm. There are effective systems to ensure that staff are suitable when they start their employment and on an ongoing basis. There are clear procedures in place to make sure that no person can gain unauthorised access to the premises. This keeps children 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:

- review the organisation of some routines to ensure that all children are engaged in meaningful learning, particularly during transition periods
- improve the way feedback is used to inform how the pre-school can develop further.

Setting details

Unique reference number	156077
Local authority	Medway
Inspection number	10108505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	61
Name of registered person	Rainbow Nursery (Medway) Ltd
Registered person unique reference number	RP910088
Telephone number	01634 389889
Date of previous inspection	24 April 2015

Information about this early years setting

Rainbow Pre-School and Out of School Club opened in 2001. It operates from one room in a building situated at Mierscourt Primary School in Rainham, Kent. The pre-school provides care from 9am to 3pm. Children may attend individual sessions from 9am to 11.30am and from 12.15pm to 3pm, during term time. A lunch club also operates from 11.30am to 12.15pm for children who attend morning or afternoon pre-school sessions. The breakfast and after-school clubs are open from 7.45am to 9am and from 3.30pm to 5.30pm, during term time. School holiday care is available subject to demand. The setting receives funding to provide free early years education for children aged two, three and four years. The provider employs 11 staff. Of these, one holds early years professional status, one has a recognised childcare qualification at level 6 and nine staff hold qualifications at either level 2 or 3.

Information about this inspection

Inspector

Kelly Southern

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 provider and has taken that into account in their evaluation of the provider.
- The owner joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out joint observations of group activities.
- The inspector spoke to several parents during the inspection and 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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