

Inspection of Rainbow Children Community Pre School

St. David's RC Church, Everest Road, Stanwell, Staines TW19 7EE

Inspection date: 22 February 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 settled and happy to attend this friendly pre-school. They increase their confidence as they explore the environment and make choices for themselves. Children thoroughly enjoy role play activities, dressing up in a range of outfits and using props such as 'stethoscopes', and 'telephones' to call the doctor. They develop good friendships and show that they have positive relationships with staff. All children demonstrate that they feel safe and secure.

Children show curiosity as they explore resources and activities. For instance, staff thoughtfully provide a tray of dinosaurs and foliage for children to play imaginatively. Staff know what children enjoy and makes good use of their interests to engage them in learning. As they play, staff skilfully introduce new vocabulary, and promote conversation. All children enjoy joining in with the actions and words to familiar songs. Children develop good communication and mathematical skills. They are developing well in all areas of learning. This helps all children to be ready for their next stage of education, including school.

Staff have high expectations of children. Children receive praise and encouragement, which helps them to build a sense of pride and achievement in their own abilities. Staff model clear and appropriate expectations for behaviour.

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

- The manager has developed a good curriculum based on the children's interests. Staff find out from parents about their children's routines, interests and abilities before they start. They use this information to offer a good, sequenced curriculum for children, including for those with special educational needs and/or disabilities (SEND). Staff use information they gather through observations of children to provide meaningful experiences, to help extend their learning further. Staff work very well together as part of a team. They provide children with consistent messages to promote children's good behaviour. Children treat each other with consideration and respect.
- Overall, staff promote children's literacy development well. Children discuss different aspects of stories and are eager to share their own thoughts and opinions. However, large-group times, such as story time and phonics sessions, are not organised effectively. Group sizes are too large. Therefore, younger children wait a long time for their turn to participate. This means some children become bored and distracted, which hinders their learning experience.
- Children learn how to keep themselves healthy. Since the COVID-19 pandemic, staff have adjusted routines to support children's health and hygiene. For example, before children enter pre-school, they sanitise their hands and have their temperature taken. Staff teach children about the different foods that

support good oral hygiene.

- Staff ensure children have daily fresh air and exercise. They understand the importance of children having plenty of opportunities to play outside. Children enjoy exploring and running around with friends. Younger children develop their confidence as they learn to climb and ride bikes, knowing a member of staff is ready to help if needed. Children have ample opportunities to develop their larger muscles.
- Children with SEND and those with medical conditions are supported to a high level. Staff work closely with parents and external agencies to ensure the best outcomes for all children. The manager acts with integrity to ensure children with SEND receive the highest level of support. For example, staff complete specific training to support children's individual needs. This means they are fully informed of any care or developmental needs to support children.
- Parents are very complimentary about the care and education their children receive. They comment that staff are 'kind' and 'amazing'. Parents appreciate the information staff share about their children's needs and ideas for activities to do at home. They also comment on how they are 'always kept informed' of their child's progress. This provides a consistent approach for children's development.
- The manager reflects on the service provided and considers the views of staff, children and parents. However, supervision meetings and observations of staff practice have been infrequent. This means the manager does not precisely support staff to continue to develop their practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows safe recruitment procedures when employing new staff and completes ongoing checks to ensure staff's ongoing suitability to work with children. Staff have a very good awareness of their safeguarding responsibilities and understand their duty to keep children safe and protected from harm. They complete safeguarding training to ensure that they recognise the signs and symptoms of abuse and know what to do if they have concerns. Posters are displayed around the building to remind staff and parents who they should contact if they have a concern about children's welfare.

What does the setting need to do to improve?

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

- refine the organisation of large-group activities to ensure all children are able to take part and to remain fully engaged
- develop systems for staff supervision meetings and observations to ensure they happen more frequently and staff receive feedback to improve their performance further.

Setting details

Unique reference number	EY363842
Local authority	Surrey
Inspection number	10128732
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	26
Number of children on roll	34
Name of registered person	Rainbow Children Community Pre-School Committee
Registered person unique reference number	RP518145
Telephone number	01784244497
Date of previous inspection	4 March 2016

Information about this early years setting

Rainbow Children Community Pre School registered in 2000. It operates from a purpose-built building within the grounds of St David's Roman Catholic Church, in Stanwell, Surrey. The pre-school is open Monday to Thursday from 8.45am to 3.30pm and on Friday 9am to midday, during term time. There are seven members of staff, five of whom hold early years qualifications. The pre-school receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Kelly Lane

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 setting.
- The inspector completed a learning walk around the pre-school with the manager.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interaction between staff and children, and spoke with children at appropriate times.
- The inspector checked some documentation and held a discussion with the manager.
- The inspector considered the views of staff and parents during the inspection.

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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