

# Inspection of Rainbow Pre-school (Stansted)

The Peter Kirk Education Centre, St. Johns Road, STANSTED, Essex CM24 8JP

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Inspection date: 1 March 2022

**Overall effectiveness** **Good**

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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 receive a warm welcome from staff when they arrive at the pre-school and quickly settle into play. They explore the many learning areas that entice children to be creative and develop their imaginations. Older children enjoy pretending to be doctors. They use phones and keypads to make appointments and use their early writing skills to write notes about their patients. Young children spend time building pens to keep the toy dinosaurs secure. They talk about size and pair the dinosaurs up, showing their developing mathematical understanding.

Children behave well. They play cooperatively, take turns and share resources. Children thoroughly enjoy being outside. They are highly active as they join in exercise sessions and ride tricycles and scooters around the newly painted road track. Children negotiate space well and know how to keep themselves and others safe as they play. They have many opportunities to do things for themselves. Children know where to find their belongings and try hard to put on and fasten their coats. At snack time, children use safe knives to spread honey on pancakes. They talk excitedly about Pancake Day and look forward to having races later in the day.

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

- Since the COVID-19 pandemic began, staff have noticed some children have lower than expected starting points in learning, especially around speech and language and social development. Swift action taken by staff means these gaps in children's learning are now closing. They are now re-starting visits for children, such as to the local library, to widen children's experiences.
- Parent's comments about the pre-school and staff are highly positive. They state that they feel well informed about their children's development and know how to support their learning at home. Parents share that the recently introduced app has increased their knowledge of what children are doing at the pre-school. This effective two-way flow of information helps to promote consistency in children's care and learning.
- Children skills in using pencils are developing well. They spend time drawing detailed pictures with skill and precision. Children think carefully about colour as they decorate their pictures of pancakes with their favourite toppings.
- Overall, children with special educational needs and/or disabilities are supported well. Key persons are aware of their needs and find quiet places to share books with children when they become overwhelmed. The manager holds the role of special educational needs coordinator (SENCO) and works closely with parents and other professionals. However, on occasions some newer members of staff are not aware of the procedure to alert the SENCO of concerns about children's development at the earliest possible opportunity.

- The managers and staff regularly evaluate their practice and look for ways to continually improve. They have regular meetings for discussion and to reflect on each child's needs. Staff are currently planning how they can further develop the outdoor area, such as adding space for growing plants.
- Recent expansion of the pre-school has resulted in new staff being recruited. The provider has effective procedures in place to help ensure staff are suitable to work with children. Staff report their induction was good and they quickly gained an understanding of their role and responsibilities. The provider has good systems in place to review staff's practice and to help them develop further. Staff regularly undertake training and research which further enhances their knowledge and skills.
- Children have many opportunities to explore creative materials, such as paint. Older children talk about how they are carrying out experiments as they mix paint colours together. They quickly work out how to use a displayed colour chart to find out how to make secondary colours. However, some activities in the younger children's room are, at times, less engaging. Some staff do not have a good enough grasp of what they want children to learn as they play and take part in planned activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff regularly complete safeguarding training and give high priority to ensuring children are safe. They have a robust knowledge and understanding of signs and symptoms of abuse and extremist behaviour. This helps staff to quickly recognise when children may be at risk of harm. They know how to report these concerns within the setting and to relevant safeguarding agencies. Staff make contact with all parents to make sure children are safe when they do not attend. Comprehensive policies and procedures are effectively implemented to underpin the good safeguarding practice.

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

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

- ensure all staff understand the procedures for passing on concerns relating to children's development at the earliest possible opportunity
- support staff to develop their understanding of the learning intent of play and planned activities for the younger children.

## Setting details

<b>Unique reference number</b>	EY427469
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127406
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Rainbow Pre-school (Stansted)
<b>Registered person unique reference number</b>	RP530628
<b>Telephone number</b>	01279814242
<b>Date of previous inspection</b>	12 February 2016

## Information about this early years setting

Rainbow Pre-school (Stansted) was established in 1974 and registered again at its current location in 2011. The pre-school employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday from 9am until 3pm, through school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jill Hardaker

## 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 managers and has taken that into account in her evaluation of the setting.
- The manager, deputy manager and inspector completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- Two joint observations were carried out and discussed between senior members of staff and the inspector.
- Staff, children and parents spoke with the inspector at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documentation during a meeting with the managers. This included reviewing information about safeguarding, staff suitability and training.

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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