

Inspection of Rainbow Bicester

Hendon Place, Sunderland Drive, Bicester, Oxfordshire OX26 4YJ

Inspection date: 6 April 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 arrive excited to get involved with the wide range of activities on offer. Children are motivated to learn, and focus and concentrate on their chosen tasks. They laugh and sing as they all hold hands and take part in songs and ring games. Children race and chase each other in the garden, joined by the enthusiastic staff. They become fully immersed in imaginative play as they leap off the ground on to balancing beams, pretending the ground has turned to 'lava'. Children work together with their friends to decide the rules of the game and delight in the challenge of making their way around the playground without touching the floor. They have fun being together with their friends and the staff, who they have formed close bonds with.

Children behave very well. They take pride in helping to carry out small tasks, such as cleaning the table to prepare for snack. Children take turns to spray and wipe the table, letting their friends know when it is their turn. They are kind, polite and display good manners. Children follow the clear behavioural expectations set out by staff and understand the daily routine. This enables them to feel safe and secure.

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

- Leaders create a curriculum that enables children, including those with special educational needs and/or disabilities, to make good progress across all areas of their learning. Staff find out about what children know and can do. They build on children's previous learning and make ongoing checks to ensure they are well prepared for their next stage.
- Staff encourage children to develop a love of reading. They spend time reading to children and discuss the characters and plot. Children have fun acting out familiar fairy tales, dressing up and wearing masks. Staff plan activities based around the stories children have been listening to. This enhances children's understanding of the themes in the story. Children enjoy making houses out of straw, sticks and bricks as they remember and recall the order of events.
- Staff's recent training in supporting mathematics in the early years has positively impacted their delivery of this part of the curriculum. Staff provide children with mathematical challenge throughout the day. Older children are eager to tell staff how many slices of banana are on the plate as they quickly recognise this from sight. They use their problem-solving skills to work out how many pieces they need for all the children at the table.
- Children develop their fine motor skills as they use small keys to unlock padlocks. They focus on the tricky task as they improve their hand-to-eye coordination. Staff support children to recognise the numeral that matches the number of dots on the lock.
- Leaders plan activities to enhance children's learning and further their

understanding. Staff teaching skills are mostly effective. However, at times, staff do not clearly consider what skills and knowledge they want children to gain through the activities they provide. This means staff do not always ensure they provide children with additional challenge.

- Staff teach children about the diversity of life in modern Britain. They have conversations about the people that make up different types of families as they look at books together. Staff answer children's questions about what makes them different and talk about their similarities.
- Staff encourage children to understand how to make healthy choices. Every morning, children take part in exercise routines. They talk about the effect this has on their bodies. Staff join in and are positive role models. They discuss the importance of brushing teeth with children. Children share their knowledge and practise using the new vocabulary they have learned. They talk about not wanting to get 'cavities' and explain their understanding of 'flossing'.
- Leaders ensured that staff kept close contact with children and their families during the COVID-19 pandemic. They created weekly home learning packs and delivered them to children in person. The packs included resources to support children's well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are diligent in their aim to keep children safe. They follow robust risk assessments and daily checks to minimise hazards. All staff understand how to report concerns about a child's welfare. They understand the signs that a child may be at risk from harm. Leaders ensure staff receive effective training in local safeguarding procedures. Staff know what to do if they have a concern about the conduct of an adult working with children. Leaders follow safe recruitment procedures and ensure they check staff's ongoing suitability. Staff ensure that they keep children safe on outings and that children have an understanding of road safety.

What does the setting need to do to improve?

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

- develop further staff's understanding of how to deliver the learning intentions for activities, so that they clearly know what knowledge and skills they want children to gain.

Setting details

Unique reference number	134828
Local authority	Oxfordshire
Inspection number	10228030
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 10
Total number of places	44
Number of children on roll	55
Name of registered person	Rainbow (Bicester) Committee
Registered person unique reference number	RP904824
Telephone number	01869 323613
Date of previous inspection	5 December 2016

Information about this early years setting

Rainbow Bicester registered in 1988 and is on the site of Glory Farm School, Bicester. It is open during school term time from 8am to 5:30pm. The pre-school is in receipt of funding for children aged two, three and four years. There are eight staff. The manager holds a qualification at level 5 and six staff hold qualifications at level 3.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- Parents shared their views of the pre-school with the inspector.
- The manager and a senior member of staff carried out a learning walk with the inspector. They discussed the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed children and assessed the quality of teaching throughout the inspection.
- The inspector viewed required documentation.
- The inspector spoke to children and staff at appropriate times throughout 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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