

# Inspection of Rainbow Pre-School

Carriers Road, CRANBROOK TN17 3JS

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Inspection date: 20 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager welcomes children into the pre-school with warm words of reassurance and a guiding hand. Each morning, children enjoy joining in with a 'what's in the bucket' activity to support their listening skills and enhance their communication and language development. They watch with interest, smiling in awe at the objects pulled out of the bucket. This helps to support them to feel settled, safe and happy. Children readily engage in and enjoy exploring activities such as ice play, construction, glitter painting and play dough dinosaur footprints.

Children spend extended periods of time exploring the outdoors. They learn to safely take risks, develop physical skills, play together and form friendships. Children thrive outdoors, where they smile, run, count in different languages, and freely explore their surroundings. Most children are able to form good friendships and they enjoy playing together in the mud kitchen, playing chase on the climbing frame and rolling tyres down the hill.

Children have a good understanding of the rules and routines, and most behave well and can follow instructions. Staff support children to build confidence, resilience and independence, supporting them for the next stage in their learning. Staff have high expectations for all children. They ensure that children with special educational needs and/or disabilities (SEND) are included and able to access all learning opportunities. This results in all children making good progress.

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

- The manager and staff plan a curriculum that is designed around children's current interests, such as constructing homes for play animals. It is sequenced well to build on what children already know. This supports them to build the necessary skills and knowledge for future learning. However, sometimes, staff are unsure of how to extend an activity to ensure that it provides a deeper understanding for all children.
- Staff have high ambitions for children with SEND. The manager adapts the environment and works well with external agencies to ensure that all children can access all areas of learning. For example, she incorporates physiotherapy exercises into physical education lessons and uses funding to make the outdoor equipment safe and accessible. This allows all children to make good progress.
- Staff present information well and speak clearly for all children to understand. Staff model new words, such as 'crash', 'smash' and 'melt', when investigating ice. However, not all staff are consistently good at providing new language for children. This means that children are not consistently exposed to a language-rich environment to improve their speaking skills.
- Children listen well and respond to instructions, showing concentration and

enjoyment in the activities they do. During physical education, all children can follow instructions carefully and accurately. They giggle as they pretend to waddle like a penguin with balloon eggs between their legs. This behaviour supports them to focus and promotes a positive attitude towards learning.

- Staff are skilled at encouraging children to persevere when they find something challenging. Staff model and show how to load threading pens, and then children take pride in successfully being able to do it themselves. This creates a can-do attitude to learning.
- Most children behave kindly towards each other. When there are disputes, staff are quick to intervene and encourage 'kind hands'. However, staff do not always support children to explore and express their own emotions or understand the impact that their behaviour has on others. This means that some children are not able to regulate their own emotions, and behaviours can be distracting for others when learning.
- Staff encourage all children to be independent. They can put their own coats and shoes on, change for physical education, pour their drinks and go to the toilet themselves. This equips children well with the skills to move on to school.
- The manager identifies training needs in the pre-school and is keen to continue to develop the skills of her staff. This works to support each individual child to feel settled and to make progress.
- The manager maintains good relationships with parents and agencies, including during the COVID-19 pandemic. They share information and best practice, providing consistency in care and learning for every child. The pre-school also has good links with the local school, supporting children with successful transitions.
- Parents speak highly of the pre-school, the support their children receive, and the progress they make. Parents say that children 'come on leaps and bounds' and feel that 'nothing is ever too much for staff'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff, including the designated safeguarding lead and special educational needs coordinator have a clear understanding of child protection. All staff complete regular training to update and expand their knowledge. Staff are clear about their role and responsibilities in child protection and the importance of making prompt referrals should they have any concerns about a child. Staff undertake effective risk assessments of the pre-school environment, which helps to reduce and minimise any potential hazards. The manager follows safer recruitment procedures to make sure that staff are suitable to work with children.

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

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

- strengthen staff's use of language to ensure that all staff are consistently extending and developing language for all children
- support staff to extend learning opportunities for children in order to enrich the learning and help children to develop a deeper understanding
- help children to explore and express their emotions and understand how their behaviour impacts other children.

## Setting details

<b>Unique reference number</b>	2550068
<b>Local authority</b>	Kent
<b>Inspection number</b>	10215701
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Rainbow Pre-School Committee
<b>Registered person unique reference number</b>	RP904118
<b>Telephone number</b>	01580715570
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rainbow Pre-School registered in 2019. The pre-school is situated in Cranbrook, Kent, and shares its premises with the local school. The pre-school is open each weekday during term time only. Sessions are from 8.50am to 2.50pm, Monday to Thursday, and 8.50am until 11.50pm on Friday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are five members of staff, of whom all hold a recognised childcare qualification at level 3.

## Information about this inspection

### Inspector

Nina Harvey

## 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 manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector spoke with staff, interacted with children and viewed appropriate documentation.
- The inspector carried out a joint observation with the manager.
- Parents shared their views about the setting with the inspector.

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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