

# Inspection of Rainbow Early Years

Rainbow Early Years, c/o Holbrook Primary School, Holbrook Lane, Trowbridge,  
Wiltshire BA14 0PS

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Inspection date: 11 July 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

Children's safety and well-being are not safeguarded. Leaders and staff do not use risk assessments to identify and remove risks to children in the areas where they play. Staff do not help children to learn and understand safe and appropriate behaviour consistently. For example, they do not challenge children when they run around the playroom or throw toys.

Children arrive happy and keen to attend the setting. Staff welcome them warmly and help them to settle in. Some children find friends and staff to play with and form positive relationships with them. They choose freely from a good range of activities and lots of outdoor play. Children create with unusual materials, such as making prints with wet teabags, and move tools and toys around to create imaginative games. They manage tasks for themselves to develop independence in preparation for school.

Staff provide a curriculum of activities to support children's interests and aspects of learning. However, some children play without any interaction from staff for long periods and are not included in the activities to support their learning. As a result, while happy in their play, they do not make good enough progress in all areas.

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

- The setting has undergone significant changes to the leaders and staff recently. The newly appointed manager has implemented immediate changes to ensure the security of the setting and to ensure staff supervise children appropriately as they move around the play areas. However, the new leaders have not been in post long enough to ensure all the issues they have identified are addressed and to ensure all requirements are met in relation to children's safety and development.
- Leaders and staff do not complete adequate risk assessments to keep children safe. Staff do not understand the risk assessment process and do not monitor safety throughout the day. As such, they fail to identify and remove some risks that could cause children harm. These include heavy equipment at risk of falling on a child playing below and children's chairs dangerously situated above a step in the garden.
- Staff do not help children to learn about keeping safe in their play. For example, children pick ivy leaves to add to the pretend bowls of soup and pasta they make in their imaginative play which they then pretend to eat. This does not help children to learn about what is safe for them to pick outside.
- The quality of teaching is variable. Key persons assess children's development to find out what they know and can do. However, staff are not aware of the developmental needs of some children they play with and do not encourage

them to talk and communicate. Consequently, some children make limited progress, particularly in their communication and language development. Staff provide some challenges to help children learn new skills. For example, they encourage children to count and present them with mathematical problems to calculate.

- Staff support children's literacy and enjoyment of books. They read stories with children and use reference books for them to learn about the bugs they play with. Staff help children to recognise the sounds and letters of their name and to develop their writing skills in readiness for school.
- Staff work in partnership with most parents and external professionals. They keep parents informed of their children's development and provide smaller group time for any additional focused activities for some children. Parents share positive feedback regarding the activities their children enjoy and the good communication from staff.
- Leaders do not monitor all areas of staff's knowledge and understanding of their roles and responsibilities effectively. The new manager has started to introduce staff development and training. However, staff have not had any effective supervision to improve the quality of their knowledge and skills.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised due to the ineffective risk assessments and lack of staff's vigilance to identify and remove risks to children. Staff attend regular safeguarding training that helps them understand the signs a child might be at risk of harm. They know the correct procedures to follow if they have a concern about a child's welfare and how to manage accidents effectively. Leaders follow appropriate vetting procedures to ensure staff are suitable to work with children. Children benefit from nutritious snacks and regular water breaks to support a healthy diet.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that risk assessments are robust so that children are not at risk of harm in their play	25/07/2022

<p>put in place appropriate arrangements for the supervision and development of staff to ensure they have the knowledge and skills to meet the needs of the children in their care and keep them safe</p>	<p>22/08/2022</p>
<p>improve the quality of teaching to ensure all children make good progress, with particular regard to their communication and language development and their understanding of safe and positive behaviour</p>	<p>22/08/2022</p>
<p>improve the use of assessments to ensure all staff understand children's developmental needs to support their next steps for learning more effectively.</p>	<p>22/08/2022</p>

## Setting details

<b>Unique reference number</b>	145813
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10246019
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	30
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Rainbow Early Years
<b>Registered person unique reference number</b>	RP522032
<b>Telephone number</b>	01225 774478
<b>Date of previous inspection</b>	12 September 2018

## Information about this early years setting

Rainbow Early Years registered in 1993. The group operates from Trowbridge, Wiltshire. It opens each weekday, from 8.30am to 3pm, during term time only. The group receives funding to provide free early years education for children aged two, three and four years. The group employs seven staff to work with children. Of these, six hold appropriate qualifications at levels 3 and 4.

## Information about this inspection

### Inspector

Bridget Copson

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager completed a learning walk around the setting with the inspector and explained how this is used to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the staff's interactions with the children. She conducted a joint observation with the manager.
- The inspector sampled the documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' and children's 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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