

Inspection of Rainbow Pre School (2015) Ltd

Backwell Youth Club Building (Backwell Park), Rodney Road, Backwell, BRISTOL
BS48 3HR

Inspection date: 5 October 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

New children are provided with lots of sensitive, patient and thoughtful reassurance and support to help them settle, join in with activities and start to explore independently. Staff are friendly and kind. They take the time to get to know children. They obtain lots of information from parents when children first start, and this is something that the managers have revised and improved recently. Children form strong and beneficial relationships with their key persons and the other staff working at the pre-school; this helps to foster their confidence and well-being effectively.

Managers and staff think through their curriculum carefully. They offer a stimulating range of materials that can be used in a variety of ways, inspiring children's curiosity. Staff give children time to explore and children spend considerable periods following their interests. Children produce wonderfully intricate mixes and creations. Staff encourage them to talk about their ideas. Children explain that they are making a birthday cake for their friend. They use mathematical language as they talk about needing lots of candles and they thoughtfully decorate the 'cake' with a toy car. Children enjoy expressing themselves using art materials. They cut, draw and combine materials. They develop their dexterity and strength well in readiness for early writing.

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

- Key persons use accurate observations and assessments to clearly identify the next steps in children's learning and build on what they already know. Children make good progress; this includes children with special educational needs and/or disabilities.
- Staff use distraction, discussion and negotiation to help children to manage their emotions, channel their energy and interact with other children. Staff offer beneficial group activities to promote children's skills in many areas. However, staff are not always successful in engaging all children. Some children are distracted and they distract others and disrupt the game. Consequently, children's involvement and learning are not as sustained as well as they could be.
- Children's literacy skills are well supported. Staff set books out cleverly linking them to relevant areas. Children play with dinosaurs and are inspired to look at dinosaur books. Staff help children use these as a source of information, looking up and discussing different dinosaur characteristics. Children enjoy story time. Staff introduce beneficial subjects, teaching children about oral health, and building children's confidence and self-worth in an age-appropriate, fun way.
- Staff encourage children to be active. Children enjoy the freedom to move between the indoor and outdoor spaces. Managers are particularly mindful of

children who prefer to learn and explore outside. Good use is made of all the areas. Staff regularly take children out to the adjacent playground, fields and play park.

- Staff develop good partnerships with parents. They share information with them through daily chats, entries in the pre-school's online system and during regular parents' meetings. The managers support children's familiarity with school life and help their readiness for their move on to school, such as linking with local schools for community music events.
- Staff encourage children to do things for themselves. Children tidy up the toys and resources and put their coats on with minimal support. The staff team has recently adapted their snack time. However, they do not always work as an effective team and staff swap in and out of supporting this daily routine. Children then do not get consistent support and while some get the opportunity to cut up fruit, others do not.
- The staff team works well together. Managers use a communication book for the staff to share notes on all aspects of practice. They also hold daily briefings and regular meetings. Staff morale is high within the long-standing team. Staff are closely supported to develop their knowledge and skills. They undertake early years qualifications and a range of additional training.
- The provider failed to notify Ofsted of a significant event, and this is an offence. However, they have improved their knowledge of requirements relating to this, and all other aspects of leadership and management are good. The provider and managers show dedication to the provision and want the best for children. They outline areas for development and work to improve practice promptly.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out thorough risk assessments of all areas. They understand what to do if they are worried about a child in their care. They show confident knowledge of procedures to follow for concerns about the conduct of other staff. The managers follow safe recruitment and careful induction processes. Managers check and support the staff's safeguarding knowledge during regular meetings and ensure that staff renew their child protection knowledge through a range of training. Managers get regular updates from their local authority and ensure safeguarding contact information or guidance is quickly updated.

What does the setting need to do to improve?

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

- extend the support children receive during adult-led group activities to develop their listening, attention and involvement as much as possible
- make the most of opportunities to encourage children to do things for

themselves and develop their independence skills further.

Setting details

Unique reference number	EY487865
Local authority	North Somerset
Inspection number	10257345
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 4
Total number of places	26
Number of children on roll	32
Name of registered person	Rainbow Pre School (2015) Ltd
Registered person unique reference number	RP906972
Telephone number	07960415222
Date of previous inspection	21 June 2017

Information about this early years setting

The pre-school registered in 2015 and is located in Backwell, North Somerset. It operates during school term times only from 8am to 5.30pm, Monday to Friday. There are 11 members of staff, of whom two have qualified teacher status, one holds a level 6 qualification, six hold an appropriate qualification at level 3 and two are unqualified. The pre-school provides funded places for children aged three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector viewed all areas and discussed with the provider and manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications.
- The provider and manager discussed their procedures for safeguarding the children and safeguarding discussions were undertaken with members of the staff team.

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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