

# Inspection of Little Rainbows Community Preschool CIC

Bitteswell Road, Lutterworth, Leicestershire LE17 4EW

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Inspection date: 11 October 2022

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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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 inadequate**

Staff do not always risk assess the activities and resources children play with or some of the areas they have access to. This impacts negatively on children's safety. Despite this, children of all ages have fun and make good use of both the indoor and outdoor play spaces. Children really enjoy attending this welcoming setting. Babies show curiosity in visitors as they confidently greet them. They develop secure relationships with staff, who are kind and caring. Toddlers and pre-school children bound into the setting full of chatter and excitement, ready to start their day.

Children's behaviour is good. From a young age they listen attentively to staff and can follow simple instructions. For example, babies go to the table when asked, toddlers tidy away their resources and pre-school children help their peers when asked. This results in a harmonious atmosphere and contented children. Staff take time to help children to develop friendships. Children of all ages engage in circle time, when they sing a 'hello' song and greet each other, and staff, by name.

Children's interests and ideas are always considered when planning activities and resources. Overall, staff ensure children are able to deepen their learning as they play. Children are confident and independent and have positive attitudes towards learning. Pre-school children show good creative and critical-thinking skills. With the help of a member of staff, they devise an obstacle course. They work well as a team and have lots of fun playing with this.

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

- Staff and the management team do not always identify risks during children's play or use risk assessments effectively to identify all risks within the setting. For example, staff do not consider how dried-pasta play may impact on the well-being of the youngest children. Babies are seen to cruise around furniture with this in their mouths, without staff noticing. Furthermore, cleaning products are sometimes stored in low-level cupboards, and locks on some bathroom doors cannot be opened from the outside. These hazards are a potential risk to all children's safety and welfare.
- The manager and the leadership team have high expectations for the provision. The manager gives messages to staff about how the curriculum should be delivered. She offers mentoring, support and guidance to help staff realise her vision. Staff comment on how well supported they feel. They state their workload has been reduced to ensure they spend most of their time working with the children and not on unnecessary paperwork.
- Most staff have a clear understanding of how to ensure that activities offered to children help them to continually build and extend on their current abilities.

However, some staff are not confident. Therefore, although children are consistently engaged and enjoy the activities offered, not all staff consider how to move children on in their play or encourage the children to think critically.

- Children love to be outdoors and in the open spaces available to them. They show good physical skills as they run and good coordination as they carefully walk across balance beams. Toddlers and pre-school children love to play and hide with the staff in the small, wooded area. Babies enjoy exploring the outside as they cruise around well-placed equipment and climb low-level play equipment easily.
- The special educational needs coordinator offers very good support to children with special educational needs and/or disabilities. She takes time to work with staff, parents and other professionals to ensure that children who require additional support get this quickly. Targeted plans are put in place and regularly monitored and reviewed, to be sure that any gaps in children's learning are minimised.
- Support for children's communication and language skills is good. Staff ensure they speak with children as they play. They introduce new words, such as 'overflow' and 'capacity', to help children develop their bank of words. Babies enjoy clapping and moving to music as staff sing songs to them. Staff provide effective support for those whose speech and language are delayed. For example, they use small communication groups and visual timetables of the day.
- Partnerships with parents and carers are well established and strong. Parents speak highly of the setting and the quality of interactions that staff offer to their children. They speak of how well the staff settle their children into the setting and how this is targeted to meet their individual care and learning needs. Parents know who their child's key worker is and comment that they speak with them every day to share their child's day with them. Children's learning is shared with parents using an online app. Parents are also offered ideas of how to extend learning at home through the app.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Staff do not assess risks effectively to ensure all hazards to children are minimised. Despite this, staff and the manager know and understand how to recognise signs and symptoms that a child may be at risk of harm. They are all trained in how to identify safeguarding issues, including issues relating to the 'Prevent' duty guidance, female genital mutilation and county lines. Staff demonstrate a clear understanding of the whistle-blowing procedure. Clear and thorough recruitment procedures are followed to ensure all those working with children are safe and suitable. The manager completes regular checks to ensure staff remain suitable to work in the setting.

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

**To meet the requirements of the early years foundation stage and**

**Childcare Register the provider must:**

	<b>Due date</b>
ensure all potential risks are identified and minimised, with particular regard to activities offered to babies, the storage of cleaning products and locks on bathroom doors, which are accessible to children.	01/11/2022

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

- help staff to understand how to deliver and implement the learning intentions of activities in order to pitch all activities at the appropriate level for every child.

## Setting details

<b>Unique reference number</b>	EY484768
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10236587
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	141
<b>Name of registered person</b>	Little Rainbows Community Preschool CIC
<b>Registered person unique reference number</b>	RP904392
<b>Telephone number</b>	01455558241
<b>Date of previous inspection</b>	11 October 2016

## Information about this early years setting

Little Rainbows Community Preschool CIC registered in 2014. It is situated in Lutterworth, Leicestershire. The setting employs 44 members of childcare staff. Of these, 24 hold appropriate early years qualifications from level 2 to level 6. The setting opens from Monday to Friday, for 47 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It also provides an out-of-school club. This operates Monday to Friday, from 7.30am until 9am and 3pm until 6pm.

## Information about this inspection

### Inspector

Alexandra Brouder

## 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 setting.
- The manager took the inspector on a learning walk where they discussed how she organises the nursery and the curriculum.
- During the inspection, the inspector spoke to the provider, staff and children at appropriate times.
- The inspector spoke to parents during the inspection and read written testimonies, to take account of their views.
- The inspector completed a joint inspection with the nominated individual.
- The provider ensured the inspector had access to key documentation, including evidence of staff suitability.
- The inspector observed children, indoors and outdoors.

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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