

Inspection of Rainbows End Pre-school

Chells Community Association, Mobbsbury Way, Stevenage, Hertfordshire SG2 0HT

Inspection date: 5 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children and parents are greeted warmly by the kind, caring and attentive staff team. The well-established key-person system promotes children's emotional well-being and helps them to form secure attachments. Children are happy and confident as they enter the pre-school. They swiftly become engrossed in their choice of activity and thoroughly enjoy the sensitive interaction of staff. They say that 'it's fun here'. Children develop good control and coordination as they use a range of tools, such as spoons and ladles, to scoop up coloured rice. They concentrate and enjoy pouring the rice into different-sized containers. Staff provide children with an appropriate level of challenge. They demonstrate how to use large toy tweezers to pick up the rice, and children persevere to do this.

Children are physically active in the stimulating outdoor area. They learn to assess their own risks and develop control of a ball as they kick it back and forth to each other. Children show that they understand the expectations that staff set. For example, they know to help to tidy away the toys they have been playing with when it is time to tidy up. Children learn how to make their own play dough each day. They are highly imaginative as they use the dough to make Christmas presents and decorations.

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

- Since the last inspection, the ambitious new manager and enthusiastic staff team have worked well together to improve the quality of the provision offered. A sequenced curriculum is in place, with a clear intent for what they want children to learn. Staff know their key children well. They use their own observations and information provided by parents to plan for their next steps in learning, enabling them to make good progress.
- Overall, staff support children's communication and language skills well. They quickly identify any children that will benefit from additional support, and targeted interventions help close gaps. Staff sensitively support children with the correct pronunciation of words and model language in context. This enables children to link words to actions. However, children who speak English as an additional language (EAL) are not supported as effectively. Staff do not consistently promote children's home language to fully support their speaking skills.
- Parents speak positively about the pre-school. They are very pleased with the progress their children are making. Parents say that they find the app that staff use to share observations and photographs informative. Staff are yet to precisely share information that fully supports parents to extend and continue their child's learning at home.
- Staff provide children with experiences that help them to develop an

understanding of the wider community. They enjoy a visit from a police officer, learn about their role and discover what it is like to turn the siren on and off while sitting in the police car.

- Staff complete regular training to build on their knowledge. They reflect on what they have learned and share this with the whole staff team. The manager regularly observes staff practice and conducts regular supervision meetings to help improve staff's practice.
- Group time is a positive experience for children. Staff immediately capture children's listening and attention skills as they bring familiar songs and nursery rhymes alive with the use of puppets. They introduce children to mathematical concepts, such as simple subtraction.
- Children are provided with a varied range of nutritious snacks. They make independent choices of what they would like to eat. Staff help them to learn about portion control and of the positive impact that the food they eat has on their bodies.
- Staff deploy themselves effectively to ensure that all children receive equal attention. Some staff manage minor disputes between children very well. For example, they provide clear explanations about the importance of sharing resources and how this will make others feel. However, this is not consistent. Therefore, not all children are fully prepared to regulate their own behaviour in the future.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to ensure that children are safe. Staff complete regular training to strengthen their knowledge of child protection. They have a broad understanding of safeguarding issues and know the actions to take should they be concerned about a child's welfare. Recruitment and vetting procedures are rigorous. The manager ensures that staff are suitable to work with children and that their ongoing suitability is regularly checked. Staff carry out regular risk assessments. They ensure that the premises and the outdoor area are safe and secure for all children.

What does the setting need to do to improve?

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

- provide further opportunities for children who speak EAL to use their home language, to fully support their communication skills
- build on existing partnerships with parents to share precise information that will help to further support their children's learning and development at home
- develop staff practice to support children to gain a better understanding of the impact their behaviour may have on others.

Setting details

Unique reference number	146443
Local authority	Hertfordshire
Inspection number	10237621
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	32
Name of registered person	Chells Community Association Committee
Registered person unique reference number	RP527856
Telephone number	01438 355458
Date of previous inspection	23 March 2022

Information about this early years setting

Rainbows End Pre-school registered in 1997 and is managed by a voluntary committee. The pre-school employs seven members of staff. Of these, five hold qualifications at level 3. The pre-school opens during term time. Sessions are Monday to Thursday, 9am until 3.30pm, and 9am until 3pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk across the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and manager. The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day and their written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022