

Inspection of Rainbow Pre-School 1

Wordsworth Primary School, Victor Street, SOUTHAMPTON SO15 5LH

Inspection date: 14 December 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

Children are welcomed into pre-school and staff follow robust procedures to keep them safe. Children are happy and confident as they explore the dried porridge, passing it through the hole in the sand wheel. Children show kindness to one another, helping each other by moving the wheel closer. Children understand the impact that they have on one another during the process.

Children enjoy activities that challenge their thinking. Following their investigations, children excitedly say that 'the water turned to ice'. This leads to thoughtful discussions with adults about how they popped the ice out of the cup. Children record their findings on paper and display pride in their writing, which builds on their self-esteem.

Children have a good understanding of mathematical language. They describe their imaginative drawings by saying, 'that's tall', and compare them, remarking, 'it's longer than the other road'. Children work with their friends to arrange the Christmas trees in size order, and they chat about the trees being 'long', 'short' and 'tall'.

Children enjoy a range of books and select one that promotes exercise. They chat about 'gymnastics' and what that means to them. They enjoy being physically active outside, zooming around on balance bicycle and negotiating obstacles, which helps to build on their physical development.

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

- Partnership with parents is good. Parents feel supported by the staff and receive feedback about their children's progress. Parents see positive changes in their children. For example, they have notice that children have improved listening skills and a positive attitude to trying new fruits and vegetables, which helps them to build a healthy lifestyle. Parents talked about the difficulties that they faced during the COVID-19 pandemic and the support that they received from the manager.
- The staff provide a high-quality curriculum, with a variety of experiences that build on children's learning and encourages a love of nature. Children joyfully collect bunches of fallen leaves and little sticks. These wild spaces in the outdoor areas allow children to explore the awe and wonder of the natural world in the city.
- The manager and owner are aware of the ongoing impact of the COVID-19 pandemic on some families. The staff's assessments of children's communication and language have identified potential gaps in their development. This has helped staff to target activities and resources that address these possible gaps.

For example, they provide daily 'bucket time', with a focus on repeating key words and phrases to build children's language.

- Children feel safe and secure. They know the routines and activities of the day, such as circle time. Children enjoy sitting together for group activities. However, staff do not recognise when they move activities, such as singing, on too quickly and do not give children enough time to join in at their own pace. This detracts from the intended learning and does not fully promote the learning outcome.
- Children with special educational needs and/or disabilities are supported by knowledgeable staff and they make good progress. Parents are regularly updated, and share strategies used at pre-school to extend learning at home. The special educational needs coordinator works closely with parents and outside agencies to support children's learning and development.
- The manager has a good understanding of the pressures that may affect her staff, parents and children within the local community. She reflects, 'You cannot fully support a child unless you are supporting the people in their lives.' She uses extra funding to make a positive impact on children and families. For example, she purchases books and games that are dual language to support home learning. She also works closely with the feeder school on promoting school readiness.
- The manager and staff understand the importance of supporting children's personal development. They help children to reflect on what makes them similar, different and unique. Children explore a range of festivals and languages that reflect the diversity of their setting and prepare them for a life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to keep children safe from harm. They know what action to take if they identify that a child is at risk of abuse. Staff take appropriate action to reduce the risk of harm by making referrals in a timely way to the relevant agencies, if required. Staff attend ongoing safeguarding training. The manager and team understand the wider safeguarding risks to young children, and they talk to parents about online safety. All staff have completed paediatric first-aid training, and are confident on the procedures to follow when dealing with a child who could be at risk of choking.

What does the setting need to do to improve?

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

- support staff and help them to recognise how to tailor activities and their interactions to give children enough time to join in at their own pace.

Setting details

Unique reference number	EY500160
Local authority	Southampton
Inspection number	10263973
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	44
Number of children on roll	44
Name of registered person	Rainbow Pre School Southampton Limited
Registered person unique reference number	RP900991
Telephone number	02380701601
Date of previous inspection	18 May 2017

Information about this early years setting

Rainbow Pre-School 1 re-registered in 2016. The pre-school operates from rooms on the premises of Wordsworth Primary School, Southampton. The pre-school is open from Monday to Friday, 8.30am until 4pm, during term time only. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are 13 staff who work with the children. The manager holds a relevant qualification at levels 5. All other members of staff hold relevant qualifications at levels 2 or 3.

Information about this inspection

Inspector
Jo Parker

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 owner and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children in both rooms.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff to work with children.

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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