

Inspection of Rainbow Early Years

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

Inspection date: 9 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy coming to this warm and welcoming setting. Staff warmly greet the children, and their parents, and show interest in their news. Children separate from their parents quickly, showing they feel safe and settled. They are eager to enter and explore the activities. They concentrate for long periods as they build bridges with wooden blocks and make dough models based on their current favourite book.

The manager has worked incredibly hard to implement a broad curriculum based on the children's needs and interests. Planning reflects what the children know and what they need to learn next, and staff build on children's experiences to extend their learning. All children, including those who receive additional funding and those who learn English as an additional language, make good progress from their starting points. The manager makes sure all children have access to many opportunities they may not experience outside of the setting to broaden their knowledge and understanding.

Staff have high expectations of the children. Children show they are confident to learn new skills and practise these regularly to consolidate learning. For example, they confidently cut up fruit with knives, showing good dexterity, and pour their own drinks. They put on their boots and all-weather outfits to go outside.

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

- The manager has worked tirelessly to make significant improvements to the care and education the children receive. Staff implement thorough risk assessments and help children learn safe behaviours so that they can all play together in safety. The quality of assessments and planning for children's learning experiences has improved greatly. There is a strong focus on promoting children's speech and language. The manager is aware of the need to continue to monitor to sustain improved practice.
- Partnerships with parents are strong. Parents report they are welcome in the setting at any time. They receive regular information about their children's learning and are pleased with the progress they are making. The manager has introduced treasure bags and a learning library so that parents can contribute to their children's learning at home. These have proved very popular and have improved learning links between home and the setting.
- Staff feel well supported and have attended a wide range of training since the last inspection. They report that training about helping young children to thrive has helped them acknowledge children's emotions better. Staff say that they are more confident to help children regulate and manage their feelings. The manager has researched ways to improve boys' literacy. She has introduced a

'reading garden' with attractive books and cosy spaces. This has increased children's, and in particular boys', interest in books and stories. The manager has more plans, for example, to introduce an allotment to enrich children's outdoor learning experiences.

- Children's behaviour is good. They show care and consideration for their friends, such as when they hold hands and help one another balance as they walk along the planks of the 'troll's bridge'. Staff encourage the children to learn safe behaviours, such as encouraging them to help tidy away the blocks so that they are not a trip hazard to their friends.
- Staff teach children the importance of healthy lifestyles. They make a healthy breakfast for the 'troll' and discuss why not having breakfast may make him 'grumpy'. They talk about the benefits of the fruits, yoghurt and oats they use as ingredients. On occasion, staff do not give children time to solve simple problems for themselves. For example, they tell them how to scrape the yoghurt off the spoon rather than encouraging them to work it out. Children engage in exercise daily. They run when staff call out 'runner beans' and jump up and down when they need to be a 'jumping bean'. This promotes physical activity as part of their daily routine.
- Staff promote children's communication and language effectively. They talk to children during their play, ask them questions to encourage them to recall prior learning and engage them in conversations. Staff offer language sessions daily, and these are tailored to the children's ages and abilities. These methods have improved children's language development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound knowledge of child protection and safeguarding children issues. They know who to contact if concerned about a child's welfare or the conduct of a colleague. Recruitment procedures are robust and help ensure that adults are suitable to be in contact with children. Staff carry out regular risk assessments of the premises, indoors and outdoors. They help children learn the importance of keeping themselves and others safe.

What does the setting need to do to improve?

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

- monitor staff's new learning to ensure it is embedded and sustained in their practice, to continue to improve outcomes for children
- offer children more time to think and work out solutions to simple problems.

Setting details

Unique reference number	145813
Local authority	Wiltshire
Inspection number	10249672
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	30
Number of children on roll	29
Name of registered person	Rainbow Early Years
Registered person unique reference number	RP522032
Telephone number	01225 774478
Date of previous inspection	11 July 2022

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 six staff to work with children. Of these, five hold appropriate qualifications at levels 2, 3 and 4.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector discussed any continued impact of the COVID pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children told the inspector about what they like to do when they are at the setting.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke with the manager about the leadership and management of the nursery and sampled some key documentation.
- Parents spoke to the inspector about their views of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and inspector carried out a joint observation of an activity.

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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