

Inspection of New Rainbow Pre-School

11-13 Croasdale Avenue, Mirehouse, WHITEHAVEN, Cumbria CA28 9SN

Inspection date: 1 February 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 Good

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from staff, who know them well. This helps them feel safe and secure. They settle quickly as they arrive and are eager to talk to the staff before engaging in a variety of activities. Children play imaginatively, selling ice creams to their friends. They display high levels of concentration as they count out money from the till, which supports their early mathematical development. Staff support children's play by providing commentary and introducing new vocabulary, such as 'delicious' and 'expensive'. This supports their communication development.

Staff have high expectations of children's behaviour and attitudes towards each other. They teach children to share and take turns during play. When it is time to tidy up, staff use clear instructions. For example, they say 'please can you put the animals in that box?' This helps children to understand the expectations of tidy-up time. Children have a positive attitude towards their learning. They access a range of experiences that broaden their skills and knowledge. The youngest children are keen to join in with action songs and rhymes. This helps to extend their speaking and listening skills. Older children are excited to show staff the marks they make and the letters they attempt to write in the sand. Consequently, all children, including those with special educational needs and/or disabilities (SEND), make good progress.

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

- Parents speak positively about the setting. They report that their children make good progress. Parents are particularly happy with the development of their children's speech and language. Staff share children's learning and development with them on a regular basis. This ensures that parents know what their children can do, what they will be learning next and how to support their learning at home.
- Overall, staff support children's independence skills. For example, all children brush their teeth, and older children go to the toilet and wash their hands independently. They feel proud of their efforts when they succeed. However, at times, staff carry out activities for younger children. For example, they wipe their noses or put their coats on, which they could try to do for themselves. This does not fully support children's increasing independence.
- The manager has a clear curriculum intention for the children. She describes how communication and language development underpins everything they do. Staff implement the curriculum by following the children's interests. For example, all staff confidently identify children's preferences and use this knowledge to select resources that they know children will engage with.
- Communication and language skills are at the heart of their interactions. For

example, staff make eye contact and use new words with younger children. Staff comment, repeat language, and use actions and gestures with older children. However, at times, staff do not give children time to respond or opportunities to express what they know.

- Staff have a strong understanding of how children learn and what they need to learn next. They plan experiences based on the children's developmental stage. For example, younger children take part in listening activities with musical instruments, while the older children go on a 'shape hunt'. These learning opportunities are pitched at the right level to help build on what children know and can do.
- Children develop an understanding of mathematical concepts. Staff have a good knowledge of how to bring the teaching of mathematics into everyday interactions. For example, when children are filling and pouring with stones, staff ask, 'Which container has more or less stones in?' They also encourage the children to count the stones. These interactions encourage children to have a positive interest in mathematics.
- Staff have many opportunities to attend training. This further improves their knowledge and practice. For example, staff have recently attended training on managing challenging behaviour. Following this, they have reviewed their practice and implemented individual strategies for children. For example, five-minute and then two-minute warnings are given to children who find transitioning from one part of the routine to the next a challenge. This supports all children to stay focused on their learning, without distractions. This works well in practice.

Safeguarding

The arrangements for safeguarding are effective.

The setting has a strong safeguarding culture, which helps to ensure children's safety. The leaders and staff attend regular training, which keeps their knowledge up to date. As a result, they fully understand how to identify any concerns and the referral procedure they need to follow regarding the well-being of children. All areas within the setting are safe and secure. For example, all external doors are locked, and the outdoor areas are enclosed. This means that unauthorised visitors cannot enter the setting.

What does the setting need to do to improve?

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

- help staff to consistently support children to build on their independence skills
- support staff to recognise when to give children more time to express their knowledge, think through ideas and respond to questions asked.

Setting details

Unique reference number	EY403267
Local authority	Cumbria
Inspection number	10231279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	14
Name of registered person	New Rainbow Pre-School Playgroup Ltd
Registered person unique reference number	RP910953
Telephone number	01946 328288 or 07597697012
Date of previous inspection	13 February 2017

Information about this early years setting

New Rainbow Pre-School registered in 1987. The pre-school employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including the manager, who also holds a level 6 qualification. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday and 12.30pm until 3.30pm. The pre-school offers a lunch club from midday until 12.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Fradsham

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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation indoors to view consistency of practice.
- Parents shared their views of the setting with the inspector.

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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