

Inspection of Gamlingay Rainbow Pre-School

The Old Chapel, Green End, Gamlingay, Sandy, Bedfordshire SG19 3LF

Inspection date: 7 February 2023

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 warmly greeted by staff on arrival. They are keen to seek out the activities that are available and explore the variety of resources. Children sit with staff to have stories read and they discuss what is happening in the book. For example, they talk about how you feel if you are poorly like one of the characters. Children eagerly use tubes to see which car will go faster, raising and lowering the tubes to see if the speed changes. A range of mathematical games encourage children to think about numbers and counting.

Children access a well-equipped outdoor area. They dig for dinosaur bones, using stepping stones to avoid standing on the digging area. Children use large chalks on the floor to make pictures. They talk about what they have drawn and explain to staff how to draw a house, saying, 'A long line, a short line, another long line, another short line.'

Children are happy to speak to visitors. They share their news from home about getting a new puppy or going on bicycle rides. Children confidently talk what they enjoy doing at pre-school. They say, 'I like glitter play dough' and 'I like playing with the babies.'

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

- The manager focuses on providing a curriculum that supports and extends the children's learning. She recognises that children's interests change regularly and adapts activities to meet their needs. The manager ensures the curriculum focuses on all areas of development.
- The manager uses self-reflection to adapt and make changes at the pre-school. She is passionate about carrying out home visits. The manager sees these as the first steps to information-sharing with parents, gaining knowledge from parents about what their children can do or may need help with. This helps to settle children in their first few days at the pre-school.
- Parents are happy with what is being provided by the pre-school staff. Parents talk about the support their children have received for speech and language difficulties. They praise the staff for helping their children settle into pre-school life.
- Staff are well supported by the manager. They have regular supervisions and appraisals which help them to feel supported and plan for future training. Staff discuss feeling that the pre-school is like 'a little family'.
- Children are becoming independent. For example, they put on their own coats, find the own name cards and wipe their own noses. Occasionally, staff do not consider other ways to encourage children to do things for themselves.
- Competent staff ensure activities are suitable for all children attending, and they

adapt them accordingly. For example, when using a ladybird game, some children recognise the numbers while staff support others to count the dots on the ladybird. This helps to ensure all children make good progress.

- Staff encourage children to plant and grow their own food. Children watch plants go through the stages of growth before eating the items for snack. Children help to tend a small allotment near the pre-school, enabling them to further develop their understanding of the world around them.
- The manager communicates with the teachers at the local school as children prepare to move into Reception Year. Teachers visit the pre-school to meet the children and talk about getting ready for school. Staff support children and parents in preparation for the transition to school.
- Children explore what happens when they mix play dough and water together. Staff provide language to support their findings, such as 'gloopy', 'sticky' and 'heavy'. Children concentrate for an extended length of time as they mix, pull and feel the wet play dough. When they finish, they help to clear up the water, tidying the spillages they have made.
- Staff are skilful in enhancing learning experiences for children. They support children to understand the differences between a slug and a snail. Staff encourage children to find pictures to aid their explanations.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to safeguard children in their care and know the procedures to follow for raising concerns. Staff are clear about the signs and symptoms that might give them cause for concern about a child. They understand their role within the 'Prevent' duty. Robust recruitment procedures are in place and new staff complete a thorough induction process, which includes immediate training for safeguarding. The manager completes risk assessments to minimise possible risks to children's welfare. She ensures staff are appropriately deployed.

What does the setting need to do to improve?

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

- support staff to fully promote children's growing sense of responsibility and ability to do things for themselves.

Setting details

Unique reference number	221794
Local authority	Cambridgeshire
Inspection number	10264684
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	Rainbow Pre-School Committee
Registered person unique reference number	RP517109
Telephone number	01767 651996
Date of previous inspection	22 June 2017

Information about this early years setting

Gamlingay Rainbow Pre-School registered in 1994. The pre-school employs five members of staff. Of these, four hold childcare qualifications at level 3 or above. The pre-school is open from 9am until 3pm, Monday to Friday, during term time only. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Clayton

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 observed the interactions between the staff and children.
- Parents shared their views on the pre-school with the inspector.
- 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 completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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