

# Inspection of Rainbow Pre-School

Central Methodist Church, North Street, Goole, East Yorkshire DN14 5QT

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Inspection date: 9 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 at the centre of everything the pre-school does. Staff get to know children and their families exceptionally well, which starts with an effective settling-in process, and develops with regular communication through electronic messaging and open evenings. Staff understand the unique qualities of every child and meaningfully celebrate their differences, such as how children of different nationalities celebrate Christmas. Children from all backgrounds are supported through specific interventions. Children with special educational needs and/or disabilities receive exceptional levels of care and support. Children form strong attachments with staff and clearly enjoy spending quality time with them. As a result, children's behaviour and attitudes towards their learning are very good.

The pre-school has a friendly and welcoming atmosphere and is at the heart of the community. It has exceptional links to outside agencies, such as local schools and specialist organisations. Staff use this input and their deep understanding of children to tailor the curriculum to children who are currently attending. Staff enrich children's learning through authentic conversations and experiences which expand their horizons, such as travelling on public transport. Children revisit concepts and themes, and regularly and reflect on their learning. For example, they look at scrapbooks, which document their experiences. Children's voices are heard and reflected in the curriculum. For example, staff provide opportunities for children to look at pets and animals, based on input from children. This helps children to make rapid progress across all areas of development and be well prepared for their next stage of life.

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

- The manager and staff have developed a broad and engaging curriculum with children at its centre. They form close relationships with children and families to understand what is in the child's world. They use this information to provide an interesting and well-considered learning environment.
- Staff have a secure knowledge of children. They understand what children know and have been able to do previously. Staff move children's learning forward by giving them the chance to revisit concepts and themes. They plan fun play experiences and focused group work to help children to make progress.
- Staff skilfully differentiate their interactions to support all children at different stages of development. They simplify their language for younger children and introduce more complex vocabulary for older ones. Older children are supported in their language development by staff, confidently blending and segmenting words and skilfully discussing letters and sounds. Staff talk about animal habitats and give children time to recall and reflect on what they have already learned. However, at some times of the day, such as story time, staff do not support all

children to be engaged and focused on their learning.

- Children's personal development is promoted by staff, who form positive relationships with children. Staff observe and listen to children intently. They consistently act in a calm, kind and thoughtful manner towards all children. This supports children to feel settled and relaxed across all age groups. Children are confident to approach staff, knowing that their needs will be met with a consistent and respectful approach.
- Staff sensitively introduce expectations for children's behaviour. They encourage children to tidy up before lunch by engaging enthusiastically with them and modelling how things should be done. Staff have clear strategies to manage children's behaviour. For instance, they distract children quickly and skilfully help them to manage their emotions. Staff work well together as a team, effectively communicating what is happening and helpfully supporting each other. This promotes children's development in all areas.
- The manager embeds a culture of feedback and continual improvement through regular staff meetings. Staff speak about how helpful meetings are in understanding the vision of the setting. They feel valued and highlight how they can share ideas and are listened to. Staff point out how they can introduce new ways of working and are able to contribute to planning and delivering the curriculum.
- Parents talk about how much they value the setting, and that they see it as a 'home-from-home'. They speak fondly of the staff team, highlighting how welcoming and approachable they are. Parents describe the positive impact the setting has had on their families and how valued they feel.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is embedded throughout all areas of practice. Staff have an excellent knowledge of safeguarding procedures and understand how to make referrals to relevant agencies. They talk confidently about the 'Prevent' duty, expressing their knowledge of a range of safeguarding matters. Additionally, staff can talk about how they promote children's safety in the provision. This is evident in children's behaviour; children and staff act very respectfully towards each other and staff, and value each other's differences.

## What does the setting need to do to improve?

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

- plan all group times more effectively to ensure that all children are engaged and focused on their learning.

## Setting details

<b>Unique reference number</b>	314596
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10263629
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Rainbow Pre-School Goole Committee
<b>Registered person unique reference number</b>	RP518454
<b>Telephone number</b>	07572862225
<b>Date of previous inspection</b>	8 May 2017

## Information about this early years setting

Rainbow Pre-School registered in 1979 and is operated by a voluntary management committee. The pre-school employs seven members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rob Yates

## Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The manager and provider discussed leadership in the pre-school and provided relevant documentation for scrutiny.
- The inspector spoke with staff and children during the inspection.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. He observed staff and children in free-flow and focused activities.
- 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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