

# Inspection of Little Rainbows Community Preschool CIC

Bitteswell Road, Lutterworth, Leicestershire LE17 4EW

---

Inspection date: 30 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children's happiness and enjoyment are at the heart of this setting. As children arrive, staff greet them warmly, helping them to feel settled and secure. Babies' emotional well-being is enhanced by staff who know them well. Staff recognise when babies are tired or hungry, giving comfort and cuddles to calm and soothe them. Toddlers and pre-school children greet their friends and staff with enthusiasm. Older children are quick to share what they have been doing at home and what they want to do in the setting that day.

Pre-school children remain highly engaged through focused attention, and demonstrate good listening and attention skills. They are curious and explore their environment. Staff help children to develop positive friendships. Confident children are happy to remind their friends of the expectations of the setting, such as remembering to wash their hands before snack time. Babies join in with singing sessions. They clap their hands and try to copy the signs that staff do.

Children of all ages are supported to behave well, and they demonstrate a positive attitude toward their learning. They learn to be kind, share and cooperate. This is demonstrated in the baby room when babies learn to take turns when coming down the slide. In the toddler room, when friends are upset, children comfort and reassure them. Pre-school children display patience as they use sand timers to wait for their turn to the equipment.

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

- Since the last inspection, the management team and staff have made significant improvements and have addressed the actions and recommendations raised. Risk assessments are effective in ensuring that areas that children have access to, as well as activities that they are engaged in, are suitable and safe.
- Overall, staff interactions help children to develop their imagination and communication well. Staff encourage children to think about what resources they could use in their pretend doctor's surgery, using appropriate language to support this. They observe what the children can do and, overall, build on this as they play. However, sometimes, staff focus too much on what they want children to learn and not what children's needs or interests are. Therefore, at times, staff do not interact in a way that fully supports all children to develop the most skills and knowledge.
- All children develop good physical skills and enjoy exploring the environment with the staff's encouragement. Pre-school children have fun as they confidently use scoops in the mud kitchen. Staff support two-year-old children to set up an obstacle course and carefully practise balancing and other physical skills. Babies begin to expertly cruise around furniture and climb low-level steps up to the

slide. However, staff do not make the most of the space available for children to play. The environment becomes crowded, and staff are not able to provide children with the attention they need to get the most from their chosen play.

- Children with special educational needs are very well supported in this setting. Staff take time to get to know their individual needs, working closely with parents and outside agencies as needed. Activities are tailored to support their individual needs and allow focused play. For example, staff use 'what's in the box' activities to help children concentrate and build their communication skills.
- Parents and carers comment that staff help all children to thrive and grow. They speak highly of the setting and the positive relationships that staff have with their children. Parents state that staff are dedicated to children's happiness and well-being, which is apparent in the confidence that children have developed in their care. They say that they feel fully involved in their child's care and education, and note how much effort goes into staff building strong relationships with members of the children's families.
- Staff report high levels of well-being, and comment on the positive staff team and supportive management. The manager completes regular supervision meetings where key children are discussed and training needs identified. However, the management team do not use what they know about staff's gaps in practice to target and drive improvement for some individuals.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children are cared for in a safe and secure environment. The management team takes steps to ensure that risks are identified and minimised. Activities are assessed to ensure that they pose no risk to children's safety. All those working with children have a secure understanding of how to identify children who may be at risk of harm. They record their concerns and know to report these to the safeguarding lead as appropriate or directly to social services. The management team and staff complete regular training to keep their knowledge of child protection up to date. Safer recruitment procedures are followed to ensure that all those working with children are suitable.

## **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 understand and recognise how to provide children with the best support during play to get the most from activities to support their learning
- improve how staff use the environment during child-led play to be able to better support all children
- target professional training for staff to strengthen their skills in teaching and learning to bring about the best improvement for children.

## Setting details

<b>Unique reference number</b>	EY484768
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10260757
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	108
<b>Number of children on roll</b>	160
<b>Name of registered person</b>	Little Rainbows Community Preschool CIC
<b>Registered person unique reference number</b>	RP904392
<b>Telephone number</b>	01455558241
<b>Date of previous inspection</b>	11 October 2022

## Information about this early years setting

Little Rainbows Community Preschool CIC registered in 2014. It is situated in Lutterworth, Leicestershire. The setting employs 38 members of childcare staff. Of these, 22 hold appropriate early years qualifications from level 2 to level 6. The setting opens Monday to Friday for 47 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It also provides an out-of-school club, which operates from Monday to Friday, 7.30am until 9am and 3pm until 6pm.

## Information about this inspection

### Inspector

Alexandra Brouder

## Inspection activities

- The manager completed a learning walk with the inspector and discussed the early years curriculum and the impact that this had on children's learning.
- The inspector spoke to children and staff and observed their interactions with each other.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector viewed documentation to demonstrate the suitability of staff.
- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023