

Inspection of Rainbow Kabin Pre-School

THE KABIN GARFORTH STREET CHADDERTON, OLDHAM, GREATER MANCHESTER
OL9 6NN

Inspection date: 18 April 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 cannot wait to get inside the pre-school when they arrive. They settle quickly and are keen to engage with the positive staff. Children beam with pride as hear their name in the 'hello' song. Staff know their key children well and interact positively with them. As children become interested in their shadows, staff join in and make large hand movements to show children their moving shadows. Children are happy and feel safe.

Children engage positively and concentrate for long periods of time as they play in the well-planned indoor and outdoor areas. They enthusiastically say 'the flowers are so beautiful' as they explore the wide range of exciting resources on offer. Children develop their problem-solving skills and resilience as they find different ways of removing the toy animals that are trapped in ice. Children make connections in their learning. For example, as children look at books, they run to find the toy animals that match the animals in the pictures. All children are developing positive attitudes to learning and making good progress.

Children behave well. They show that they understand the routines and expectations. Children show care and consideration for the resources they use and for each other. They say, 'oh dear!' as they spot some sand that has spilled and help staff to clear it up. Children play happily alongside each other. Occasionally, children need additional support to manage their emotions, particularly at transition times or when sharing toys. Staff respond positively and calmly provide children with help and reassurance. Children are beginning to understand the impact of their behaviour on others.

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

- Children benefit from spending a lot of time in the fresh air and engaging in daily physical exercise. Staff plan exciting activities that develop children's physical skills. Children roll balls to each other and practise hopping and jumping. Children confidently throw balls high in the air to reach the basketball net. Children are being supported to lead healthy and active lifestyles.
- Staff promote the importance of good oral health. They ensure that every child has a toothbrush and toothpaste to take home. Children have regular visits from dental professionals. They talk to children about how to look after their teeth through daily brushing and a healthy diet. Children are developing a positive attitude towards caring for their teeth.
- The manager and staff have designed a broad and well-sequenced curriculum. They use their knowledge of children's skills and interests to plan engaging and purposeful activities that promote children's development. However, as staff interact with children, they are not always confident to respond in their teaching

to what children say and do. This does not ensure that children receive consistently high quality teaching that promotes the highest levels of progress.

- The manager strives to expand children's vocabulary and to promote a love of reading. She ensures that children have access to books in all areas of the pre-school. She carefully chooses books that link to the children's interests and shares links to these stories for parents to access at home. Staff enthusiastically read aloud to children and encourage them to join in with the repeated words. Children listen intently to stories as they are read and choose their own books to explore. Children's literacy skills are developing well.
- Children who speak English as an additional language are supported well. Staff are proactive in learning key words in children's home languages. They explicitly use these words when teaching children. Staff model a range of new vocabulary to children and use visual aids and actions to support their understanding. This helps children to make good progress in learning the English language while continuing to use their home language.
- Staff value working in partnership with parents. They understand the positive impact that this can have on the continuity of children's care and education. Staff provide a range of opportunities for parents to find out about their children's learning. Parents say that they receive a lot of advice and support from the staff about how to help their children at home. Parents state that their children are making good progress and that they are eager to attend. Parent partnership is a strength of this pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The committee understand their safeguarding responsibilities. They are clear that all members of the committee must be suitable to fulfil their role. The committee ensure that Ofsted are provided with all the information needed to complete the required suitability checks. The committee is aware of their responsibilities in relation to data protection and how to respond to data breaches. All staff have a clear understanding of the signs and symptoms that may indicate children are at risk of abuse. They understand the procedures to follow should they have any concerns about children's welfare. The designated safeguarding lead has a secure knowledge of the needs of the children and families who attend the pre-school. She works in partnership with other agencies to ensure that the welfare needs of all children are met.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to adapt their practice in the moment, to help children make the highest levels of progress.

Setting details

Unique reference number	301041
Local authority	Oldham
Inspection number	10284194
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	40
Number of children on roll	40
Name of registered person	Rainbow Kabin Pre-School Committee
Registered person unique reference number	RP527861
Telephone number	07901985767
Date of previous inspection	1 July 2019

Information about this early years setting

Rainbow Kabin Pre-School opened in 1982. It is open Monday to Friday from 9am to midday and 12.45pm to 3.45pm, during term time only. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

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 manager and has taken that into account in their evaluation of the setting.
- The manager spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to children, to find out about their time at the pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023