

Inspection of Rainbow Pre-School

Scout Building, Baden Drive, Horley, Surrey RH6 8SD

Inspection date: 6 June 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 develop strong bonds with the staff at the pre-school. This helps them to feel safe and secure and play happily with other children. All children, including children with special educational needs and/or disabilities, progress well. They benefit from the attention that the nurturing staff give to them. Staff gather detailed information from parents before children start at the pre-school, to make sure that every child's needs are understood and consistently met. This particularly helps the children who are not as confident as others. Children show that they have a strong sense of belonging as they sit happily together and talk about the days of the week.

Children behave very well. They cooperate well during group activities and are kind and courteous to one another. Children eagerly cheer each other on as they throw rings at a target. They share toys and know that they must wait for their turn. Staff give children lots of praise and encouragement, which helps children to develop their self-esteem and foster positive attitudes to their learning. The curriculum supports children to be ready for their move on to school. For example, children are provided with activities to support them to become independent in dressing and going to the toilet. Children pour their own drinks and put their belongings away. Staff build on these developing independence skills as children progress through the pre-school.

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

- Staff help children to understand their behaviour and recognise their feelings. They give positive encouragement when children behave well and intervene calmly when children need support. This helps to develop children's self-esteem and they know that their views and feelings are important.
- Overall, children are eager to participate in adult-led group activities. Generally, they show good levels of concentration and participation. However, the length of time some children are expected to spend in focused, adult-led group activities results in them becoming disengaged. Consequently, these children do not benefit fully from the learning experience.
- Staff encourage children to be creative and to develop their imaginations. For example, children decide they want to build a campfire with their friends. Staff support this by providing sticks and other resources. Children sit around the 'campfire' and pretend to toast 'marshmallows', and they excitedly share their own experiences of camping with their family and friends. Staff use this opportunity to talk about fire safety and children tell the inspector, 'You must stand away from the fire as it could burn you.'
- Generally, staff use their knowledge of children to plan the curriculum so that it is linked to children's interests. For instance, children's fascination with the

natural world led them to watching tadpoles turn into froglets and caterpillars into butterflies. However, there are times when some staff do not plan effectively for children's learning to ensure that activities capture their individual interests and support their needs.

- Staff have good partnerships with parents. They work closely with them to find out about children's existing knowledge and routines before they start to attend the pre-school. Staff use communication books to ensure frequent two-way sharing of children's learning and daily routines. Parents are involved in the nursery through organised activities, such as a recent coronation tea party. They comment on the staff's commitment to ensuring that children are happy, safe and learning.
- Most children are articulate communicators. They interact enthusiastically with each other. Children approach the inspector and chat about a variety of subjects as they play. Staff provide a range of support strategies and involve other professionals to ensure that extra support is given to children who need additional help with their communication and language development.
- Children are very confident in their physical development, which is a key strength of the pre-school. They have continuous opportunities to run around in the fresh air, climb, balance and ride on toys. Children stretch up high when using 'magic paint' to write their name on the walls. They play chase games with the staff and skilfully negotiate obstacles to avoid being caught. Staff use routines such as lunchtime to discuss healthy food choices with the children, which supports children to develop a healthy, well-balanced lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff receive extensive safeguarding training. Staff have a secure understanding of the key indicators of child abuse. They know how to respond if a child protection concern is raised and are aware of the signs of radicalisation and domestic abuse. Staff know about the role of outside agencies, such as the local authority designated officer, and they know what actions to take if they have concerns about a colleague's behaviour. Staff check the premises daily to ensure that they are safe for children to use. The manager ensures that all suitability checks are carried out when recruiting staff.

What does the setting need to do to improve?

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

- organise group activities more effectively to ensure that all children are able to contribute and make progress in their learning
- adapt adult-led activities to ensure that all children are fully engaged in things that interest them so that they fully benefit from the learning opportunities.

Setting details

Unique reference number	EY273986
Local authority	Surrey
Inspection number	10289526
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	26
Number of children on roll	31
Name of registered person	Covey, Denise
Registered person unique reference number	RP513349
Telephone number	0779 414 9995
Date of previous inspection	28 November 2017

Information about this early years setting

Rainbow Pre-School registered in 2004. The pre-school is open from Monday to Friday, term time only. Sessions are from 8.30am to 2.30pm. There are six members of staff working with the children. Of these, four hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Lambert

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 pre-school.
- The manager led the inspector on a learning walk and explained how the curriculum is planned.
- Discussions were held with staff and parents at appropriate times during the inspection.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and evidence to demonstrate the suitability of staff.
- The inspector tracked the experiences of children to determine the progress they make.
- Children spoke to the inspector and told her what they most enjoy about the pre-school.

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