

Inspection of Rainbow Pre-School

Hindhaye County Infant School, Leigh Road, STREET, Somerset BA16 0HB

Inspection date: 13 July 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily and settle quickly at the pre-school. Children benefit from an ambitious curriculum provided by staff who share extremely strong bonds with them. Children are exceptionally confident and independent learners who explore enthusiastically and develop creative imaginations. For example, pre-school children fill different-sized containers with sand and pretend to make ice creams, which they share with staff. Younger children sit on a bus made from cardboard boxes and go on an adventure to the beach. Children are well behaved. They learn to respect one another and play cooperatively.

All children make good progress from their individual starting points because staff know them well and plan exciting and challenging activities that help them to build on what they already know and can do. This prepares them well for the next steps in their education, including school. Children make their own choices in play and feel valued. Staff listen to children's ideas and introduce new words to extend their vocabulary. For example, as children talk about different animals that live in the water, they identify walruses and whales. Children are motivated and active learners who have a positive attitude to learning.

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

- Staff read stories and sing songs with children, which children enjoy. Younger children play and explore musical instruments. They follow instructions carefully, playing their instrument slowly or quickly and experimenting with the sounds they can make. Children spontaneously dance to music and explore new words as they pretend to 'squelch' through mud or 'swish' through grass, linked to the book 'We're Going on a Bear Hunt'. This promotes children's language and literacy skills well.
- Children have many meaningful opportunities to count and use numbers. They learn about size and measurement as staff narrate children's play. For example, staff introduce words such as 'tall' and 'taller' as children build towers with bricks. Pre-school children correctly count the number of children present and know that the numerals 'two' and 'one' put together make '21'.
- Children enjoy a wide range of learning experiences in small groups. They develop their fine motor skills as they make necklaces from pasta and explore items that float and sink. However, occasionally, staff do not ensure that the curriculum and adult-led activities for the two-year-olds are focused sufficiently on children's individual next steps in learning.
- There is a welcoming and nurturing environment that is a hive of activity. Staff are good role models and interact with the children in a kind and sensitive way. As a result, children follow staff's lead, and their behaviour is good. Children demonstrate a good understanding of right from wrong and the impact that their

behaviour has on others.

- Pre-school children confidently chat to one another and the staff as they play. Staff use effective strategies, such as speaking clearly and repeating words and sentences back to children. This provides some support to children who need help with their communication skills. However, staff have not considered other ways to support children who are not yet speaking to help them communicate more.
- Children learn about a healthy lifestyle and have many opportunities to develop good physical skills outside. For example, they hop, skip and jump as they move from one stepping stone to another. They skilfully climb the ladder to use the slide. They learn about healthy eating during discussions at lunchtime, which is a very sociable occasion.
- Staff recognise the importance of good partnership working and the impact that this has on children's learning. Staff liaise closely with parents to find out about children's individual needs and interests and use this information successfully to ensure that all children make good progress, including children with special educational needs and/or disabilities.
- Leaders and staff evaluate effectively to bring about change. Leaders monitor staff's practice and ensure that training is widely accessible so that staff can develop their knowledge and enhance children's learning experiences further.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and their role and responsibilities to keep children safe. They can recognise the signs or symptoms that may be a cause for concern. They know the correct reporting procedure to follow. Staff know what to do if they are concerned about the behaviour of a colleague and how to escalate concerns outside the pre-school if this is necessary. Staff carry out thorough risk assessments on the premises and supervise children appropriately to ensure that they can play safely.

What does the setting need to do to improve?

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

- focus the curriculum and adult-led activities for two-year-olds on children's individual next steps more consistently
- develop further strategies to support children even more in developing their communication skills.

Setting details

Unique reference number	EY375021
Local authority	Somerset
Inspection number	10259226
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	0 to 4
Total number of places	32
Number of children on roll	68
Name of registered person	Court, Susan Lorraine
Registered person unique reference number	RP907144
Telephone number	01458898289 or 07876322763
Date of previous inspection	22 September 2022

Information about this early years setting

Rainbow Pre-School registered in 2008. It operates from premises in the grounds of Hindhaye Infant School in Street, Somerset. The pre-school opens five days a week, from 8.45am until 2.45pm, term time only. The pre-school employs 11 members of staff. Of these, 10 hold an appropriate early years qualification at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked about the setting's curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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.

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