

Inspection of Weeley Rainbow Pre School Ltd

Main Road, Weeley CO16 9DH

Inspection date: 9 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 skip happily into the setting, warmly welcomed by the extremely devoted and friendly staff team. Children are exceptionally confident and immediately feel a sense of belonging in this nurturing home-from-home setting. They excitedly greet their peers, hugging them before hanging their bags onto their individual pegs. A relaxed atmosphere means children feel incredibly safe, with a readiness to learn. Children are immensely proud of their setting and their opinions are valued. They take pleasure in showing visitors the enticing resources and inclusive activities on offer.

Children's physical and emotional well-being is prioritised. Children delight in exploring the indoor and outdoor areas, which are expertly planned with a clear vision to provide children with endless learning experiences. Giggles and bursts of laughter are heard in abundance as children enjoy inviting the playful staff into a treasure hunt in the garden. Leading their own play and learning, children gleefully shout 'hotter' or 'colder' as staff look for an object they have hidden for them to find.

Staff consistently praise children for their efforts and successes and for showing kindness and consideration for others. Children are respectful, well behaved and frequently heard saying 'sharing is caring'. Children develop a love of reading and enjoy writing for purpose.

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

- An ambitious and clear curriculum is planned and embedded consistently across the provision. Skilful staff plan activities that reflect children's age and stage of development, unique interests and learning preferences. The impact of the curriculum on what children know and can do is demonstrated as they show high levels of concentration and enthusiasm while engaging in play.
- Overall, teaching is meaningful and of high quality. A robust assessment and key-person system means children swiftly form trusting attachments with staff that enable them to effectively play, learn and thrive. Additionally, the manager instigates excellent partnership working with other agencies, such as health and educational professionals, to help secure timely and relevant support for children. As a result, all children with special educational needs and/or disabilities or from disadvantaged backgrounds make significant progress from their starting points.
- Management and staff are extremely knowledgeable. The manager is reflective, passionate and committed to continuously improving the provision for staff, children and their families. Staff report excellent well-being. Although staff benefit from attending regular supervisions, these are not always effective at

identifying further training opportunities that can enhance their interactions with children and build on their already good teaching skills.

- Speech and language development is a high priority. Children listen in awe to stories that are being read to them, before eagerly talking about their own experiences. They learn about diversity and the local community with visits from the local fire brigade. Staff expertly ask thought-provoking questions to extend and support children's communication and language development.
- Children benefit from learning mathematics through play. Children count successfully in sequence by pointing to objects while they count them after staff expertly model this way of counting.
- Children understand the setting's 'golden rules' exceptionally well. Staff support this by providing clear and consistent routines. For example, when staff ring a bell, children stand still, putting their hands up to show they understand they have five minutes left of play. As a result, children follow instructions, self-regulate and begin to make positive choices and behaviours.
- Parents express overwhelming reports of caring and trustworthy staff whom their children admire. Parents commend tailored settling-in sessions and visits to the on-site school, which helps children settle swiftly and seamlessly transition to school. Staff communicate through daily face-to-face updates about how their children's day has been. Although generally, parents report they are happy with this communication, some parents are not always sure of how to further support their children's progress at home.
- Children demonstrate superb independence and understanding of good hygiene routines. They regularly talk about germs and wash hands without prompting before eating. Mealtimes are sociable events that promote healthy eating and good manners.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The manager implements effective risk assessments to ensure that children can play safely indoors and outdoors. The manager and all the staff have regular safeguarding training and have robust knowledge to ensure the safety of children in their care. Staff demonstrate that they can identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. The manager demonstrates a vigorous, safer recruitment process that involves ongoing suitability checks of staff. All staff understand the whistle-blowing procedure they would follow if they had a concern about a colleague.

What does the setting need to do to improve?

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

- support staff to identify and access available training opportunities to raise the already good-quality teaching and promote the highest outcomes for children in their care
- develop ways of communicating with parents to ensure effective partnership working that supports all children to make the best progress.

Setting details

Unique reference number	EY476224
Local authority	Essex
Inspection number	10300995
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	26
Number of children on roll	20
Name of registered person	Weeley Rainbow Pre-School Ltd
Registered person unique reference number	RP533571
Telephone number	01255317020
Date of previous inspection	11 January 2018

Information about this early years setting

Weeley Rainbow Pre-School Ltd registered in 2014. The pre-school employs four members of childcare staff. Of these, two hold an appropriate early years qualification at level 3 and one at level 2. The setting opens Monday to Friday during school term time. Sessions are from 8.50am until 2.50pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- This was the first routine inspection the provider 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.
- The manager and inspector completed a tour of the setting both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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