

# Inspection of Rainbowz Kids

Wood Lane Primary School, Apedale Road, Wood Lane, STOKE-ON-TRENT ST7 8PH

---

Inspection date:

21 March 2024

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

---

Previous  
inspection

Not applicable

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

### This provision meets requirements

Staff warmly greet children as they arrive. They establish good partnerships with parents and carers as they exchange information about children's experiences. Children enjoy their time at the club. They feel safe and secure to engage in suitable activities, such as threading string through the holes they have made themselves using a hole punch.

Staff purposely organise the continuous provision to ensure all children can make independent choices. For instance, at breakfast time, children have control of what they want to eat and the quantity. This promotes their happiness. Staff encourage children to communicate their wishes and feelings. For example, children ask for beanbags to further enhance their experiences in the cosy area.

Staff observe children as they play. They change activities to promote their engagement. Consequently, children of all ages interact positively with one another, demonstrating good behaviours. They teach each other how to play a game of chess and share their ideas as they look at a book. These moments demonstrate children's strong social skills and respect for others.

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

- The club manager is also the early years leader at the host school, therefore, she purposefully plans for some of the club activities to be like the ones taught at school. As a result, children are visibly stimulated as they engage in activities which support their skills and abilities.
- There are secure arrangements in place to help children to settle well. For example, staff encourage all children and their parents to visit the club prior to them starting. This helps staff to assess children's confidence and organise the continuous provision to meet children's individual needs and interests.
- The club offers a good balance of freedom and staff oversight to promote children's growing independence. For instance, staff mindfully assist younger children to make their own breakfast, such as holding the bowl as children concentrate on pouring the milk. This helps children to develop the confidence to later do things for themselves.
- Children develop a positive social awareness of others. For instance, they tell staff when they have concerns for another, and they notice when their peers are absent. Staff praise children for their kindness and they discuss how others may be feeling to reinforce caring relationships.
- Children learn expected behaviours through discussions with staff. For instance, when children spill milk, they kindly explain the importance of cleaning up the mess before they leave the table. However, staff do not fully promote hygiene

routines to ensure children's hands are always clean before meals.

- Staff confidently evaluate the experiences and routines they provide children to promote their inclusion. For instance, they ensure there is always a creative activity available to children during the morning session to benefit those who do not attend after-school club.
- Staff work collaboratively with school staff to support disadvantaged children and those with special educational needs and/or disabilities (SEND). They fully understand their roles and responsibilities to help children to reach their full potential. Parents of children with SEND positively praise staff for 'accommodating' their children's needs and interests.
- There are procedures in place to ensure that staff's and children's personal mobile phones are stored away appropriately to promote children's safety. However, the manager has yet to implement strategies which help children to identify and know what to do if they encounter potential risks when accessing the internet.
- The manager is aware of the areas she wishes to develop further to ensure the club continues to grow, including the need to nurture staff's confidence through further coaching, supervision, and monitoring. This is because, at times, staff are not confident enough to demonstrate their knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	2652946
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10332913
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	McHugh, Sarah
<b>Registered person unique reference number</b>	2652947
<b>Telephone number</b>	07710695553
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rainbowz Kids registered in 2021. It is situated in Stoke-on-Trent, Staffordshire. The club is independently run within Wood Lane Primary School. It operates from 7.30am to 8.45am and 3.15pm to 5.15pm during term times. There are two members of staff, the manager holds a level 5 early years qualification and the other holds a level 3 early years qualification.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the club 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.
- The manager showed the inspector round the premises and discussed how they ensure they are safe and suitable.
- Children told the inspector about their friends and what they like to do when they are at club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views and feelings.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request, including evidence of the suitability of staff working in the club.

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 2024