

Inspection of Rainbow Corner Play Group

18 Hardwicke Bank Road, Northway, Tewkesbury, Gloucestershire GL20 8RP

Inspection date: 26 April 2024

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

The manager and staff create a warm and welcoming environment for children. A high proportion of children who attend the setting are children with special educational needs and/or disabilities (SEND). Adaptations take place to ensure the inclusion of all children during activities. Targeted support is swiftly put in place to help children to make the best possible progress. Staff work in partnership with other agencies who are involved in children's care, learning, and development.

The manager has created an ambitious and well-sequenced curriculum for all children, including those with SEND. She has placed a strong emphasis on children's personal, social, and emotional development to support their emotional security and well-being. Adults work hard to support children to learn the social skills needed to interact successfully. Children receive extensive praise and warmth for their achievements. This helps to support their confidence and resilience, and gives them a positive sense of their own identity and independence.

Children enjoy a variety of opportunities to be physically active inside and outdoors. For example, children throw bean bags and play hopscotch in the garden. These group games develop the children's core strength and support their hand-to-eye coordination skills. As they play, they learn to take turns, cooperate, and collaborate with others. This supports children's good behaviour and social skills.

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

- The curriculum for communication and development is well implemented for all children, including those in need of additional support. However, on occasions, staff forget to give children enough time to process their thoughts, and occasionally forget to model key phrases for those with limited speech. This means that children do not always have time to process what is being said to them.
- Children flourish through the secure emotional attachments they have with their key person, who knows the children and families extremely well. The manager works closely with parents and outside agencies to get children the help they need. External professionals regularly visit the setting to provide staff with strategies to help children to make the best possible progress.
- Children behave well. Staff take time to talk to children. They help children by offering solutions and support them in managing their feelings and behaviour. The manager has adapted her behaviour management strategies to promote positive behaviour and support the individual needs of the children. However, staff do not implement these strategies routinely. This means that children do not always receive a consistent approach on how to manage their behaviour.
- Staff work effectively with parents and other relevant professionals to devise and

implement individualised care. This reflects each child's care needs and ensures that there is an inclusive approach. Staff provide loving care and attention to children's complex medical and health needs. They perform care practices gently and record these effectively.

- Children show that they are confident and able in mathematics. The older and most-able children receive greater challenge to extend their learning further. For example, during a counting song, the manager encourages children to consider how they would divide items between the group. Children consider this and successfully use their problem-solving skills to complete the task. Children learn how to use mathematics purposefully, and develop a positive attitude towards early mathematical concepts.
- Parents views of the setting are very positive, and the staff work in partnership with them to support children. Parents comment that children feel 'fully included and nurtured, with a great emphasis on social interaction'. The manager offers tips and strategies to support parents and children, to ensure that there is continuity between home and the setting.
- Staff feel very well supported in their ongoing professional development. Regular feedback to staff successfully supports their knowledge and skills. The manager encourages staff to reflect on their practice and discuss any training needs that they may have.
- The manager has designed a well-sequenced curriculum that reflects the individual needs of the children. This helps to close any gaps in children's learning. Children benefit from learning and practising new skills, in readiness for the next stage of learning. For example, younger children complete a jigsaw through trial and error. Older children complete these by using the picture as a reference. Children develop positive attitudes towards their learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide children with more time to think and respond during conversations to support their thinking and language skills further
- support staff to manage behaviour in a consistent way so that expectations are clear and managed effectively.

Setting details

Unique reference number	EY274455
Local authority	Gloucestershire
Inspection number	10335545
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	18
Number of children on roll	8
Name of registered person	Rainbow Corner Playgroup Partnership
Registered person unique reference number	RP519931
Telephone number	01684 296779
Date of previous inspection	20 June 2018

Information about this early years setting

Rainbow Corner Play Group registered in 2003. The playgroup employs two staff, including the provider, who holds a recognised qualification at level 3. The playgroup is open from Monday to Friday, 8.45am to 2.45pm, during term time only. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwyneth Keen

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 of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a child-led activity with the manager.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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