

Inspection of Over the Rainbow

Dunnington C of E Primary School, Church Lane, Dunnington, York, North Yorkshire
YO19 5QG

Inspection date: 12 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive at this stimulating and exciting pre-school. They arrive happy and eager to start the day. Children are greeted at the door by warm, welcoming and caring staff members. They demonstrate that they feel safe and secure as they quickly settle into activities that are attractively set up for them on their arrival. For example, staff have set up a dough activity, children excitedly discuss their favourite coloured dough. Staff extend children's learning by asking age-appropriate questions and introducing vocabulary. Children describe the dough as 'sticky' and 'stretchy'.

Children of all ages demonstrate their independence as they locate their names at the entrance and self-register. They hang up their own bags and coats, and choose where they want to play. Children have many opportunities to play outside, in the well-resourced garden. They explore a wide range of resources that promote their physical development. For instance, children confidently climb on large apparatus, and propel themselves on bikes and scooters. Children expertly manoeuvre a parachute to throw a soft toy from the material. They squeal with delight as they count and bounce the toy up and down. Staff are excellent role models and have high expectations for all children. Children's behaviour is very good.

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

- The special educational needs coordinator (SENCo) works effectively in partnership with parents, other agencies and staff. She ensures that referrals are made swiftly and that support plans are of high quality. The SENCo regularly liaises with the local schools to help children transition and settle into their new setting. Children with special educational needs and/or disabilities (SEND) are supported well and are making good progress.
- Staff work with parents to ensure that children have healthy packed lunches. Staff provide children with healthy snacks, and children grow fruit and vegetables in the garden, and discuss what foods are healthy. Staff talk to children about the importance of handwashing. Children explain that they need to wash away 'germs'. This helps children to develop an understanding of keeping healthy.
- Staff develop very good relationships with parents. From the very beginning, they engage them in the pre-school. Parents receive regular updates about their children's achievements. Key staff work closely with parents to support and extend children's learning at home. Parents describe the staff as 'amazing' and that their children are treated 'as if they were part of the family'.
- All staff share the same vision, to ensure that children are happy, confident communicators and independent learners. Overall, the curriculum is well designed and shows the sequence of intended learning for children to help

prepare them for the next stage of learning. However, at times, some staff are less clear about the specific skills and knowledge they want the children to gain from each activity to help them fully benefit from the intended learning.

- Self-evaluation is effective. The manager is very new to her post and well supported by the trustees. She has reviewed the pre-school and is aware of the strengths and weaknesses. The manager is ambitious and committed to continuous improvement. She has identified some further areas of professional development for all staff, however, due to her being in post only a short time, this has not yet been implemented.
- Children have ample opportunities to develop their physical skills in the pre-school. A designated area enables children to practise movement. They use scarves and equipment to stretch and roll. Outside, children build obstacle courses with crates and tyres. They use their core muscles to run, jump and balance as they climb swiftly across the course. Children's large physical skills are developing well.
- Children are aware of the rules and boundaries of the pre-school. Staff teach children the importance of good manners, sharing and turn taking. Older children help younger children by holding their hands as they climb on apparatus. Where children need support, staff are on hand to provide explanations of what type of behaviour is expected. Children behave very well.

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:

- support staff to further develop their understanding of the specific skills and knowledge they want children to learn from activities
- strengthen the procedures for professional development for staff, to raise the quality of already good practice to an even higher level.

Setting details

Unique reference number	EY281807
Local authority	York
Inspection number	10339156
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	36
Number of children on roll	142
Name of registered person	Dunnington Children
Registered person unique reference number	RP524040
Telephone number	01904 489053
Date of previous inspection	3 July 2018

Information about this early years setting

Over the Rainbow registered in 2004 and is located in Dunnington, York. It is open daily from 7.30am to 6pm, all year round. The pre-school provides funded early education for two-, three- and four-year old children. The pre-school employs eight members of childcare staff, six of whom hold an appropriate early years qualification from level 3 to level 6.

Information about this inspection

Inspector

Julie Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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