

Inspection of Little Rainbows Pre-School CIC

Stoke Lodge & The Common Parish Council, The Pavilion, The Avenue, Patchway,
Bristol BS34 6BD

Inspection date: 17 December 2024

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure that they, or the staff, have the knowledge and understanding they need to ensure children are kept safe. For example, they do not recognise or act upon signs that may suggest a child is at risk. They do not act on information they receive to ensure that children and their families get the support they need.

The newly developed curriculum is well designed with key milestones to identify development delay in children. However, the curriculum is not securely embedded. For example, some staff do not know how to tackle emerging concerns when children are not on track to meet their milestones. As a result, some children do not get the help they need to make progress in their learning and development.

Staff develop positive relationships with children, who are settled, happy and familiar with the routines of the day. However, not all staff are confident with developing an open and honest relationships with parents, particularly when they have concerns regarding their well-being or their learning and development. As a result, staff occasionally delay sharing important information with parents, preventing them from getting additional support as early as possible.

Most children behave well. Staff identify when children need help to manage their feelings and put in place effective strategies to calm them and help them understand how they are feeling.

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

- Leaders do not have effective systems and procedures to record information in relation to the welfare of children in line with the guidance of local safeguarding partners. Poor record keeping impacts leaders' ability to take effective action when children are at risk of harm.
- Gaps in leaders' understanding of their roles and responsibilities impacts their ability to gain the advice and guidance they need to keep children safe. For example, they do not liaise sufficiently with external safeguarding agencies to share information that relates to the safety and welfare of children.
- Leaders do not act quickly enough to train staff to plan and deliver interventions to support children who have speech and language delay. For example, some children rely on referrals to other professionals before they get the help they need. This delays some children's ability to meet their milestones.
- Leaders lack effective oversight of the setting. Although staff access regular supervision, leaders do not effectively identify when staff need help and support. Staff do not get the guidance they need to implement the curriculum well.
- Staff build in opportunities for children to develop their understanding of

number sequences and number names in group times. For instance, children sing number rhymes and count through routines to build some of the mathematical skills they need for their next stage.

- Most children develop effective strategies to help them understand their emotions and build skills to regulate their own behaviour. For those children who struggle to do this, staff support them well to understand and regulate their emotions in a calm space. When they are ready, staff help them to successfully return to play with their peers. This helps children to make progress in their personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|--|-----------------|
| ensure safeguarding policies, procedures and practice are in line with the guidance of your local safeguarding partners | 17/01/2025 |
| ensure those with safeguarding responsibilities are able to identify children who are at risk of harm and fulfil their duties to work with other professionals to keep children safe | 17/01/2025 |
| support staff to plan and deliver interventions to help children make progress in their communication and language | 07/02/2025 |
| help staff to build relationships with parents that enable them to support parents to access specialist support when needed. | 10/01/2025 |

Setting details

| | |
|--|------------------------------------|
| Unique reference number | 2703168 |
| Local authority | South Gloucestershire |
| Inspection number | 10367886 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 22 |
| Number of children on roll | 21 |
| Name of registered person | Little Rainbows C.I.C |
| Registered person unique reference number | RP527480 |
| Telephone number | 07796076253 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Rainbows Pre-School CIC registered in 2022. The setting operates in Patchway, Bristol. It is open from 9am until 3pm, Monday to Friday, during term time. There are six members of staff. Of these, three hold a qualification at level 3 and one member of staff holds a qualification at level 2. The setting offers government funded places.

Information about this inspection

Inspector

Rebecca Lihou

Inspection activities

- A member of the leadership and management team joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector talked to the staff and the children at appropriate times during the inspection.
- The inspector completed a joint observation with the special educational needs coordinator and level 2 qualified member of staff.
- The inspector looked at relevant documentation and saw evidence of the suitability of the staff.
- Parents shared their views of the setting with the inspector.

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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