

Inspection of Rainbow Playschool Ltd

Salford Priors C E Academy, School Road, Salford Priors, Evesham, Worcestershire
WR11 8XD

Inspection date: 11 December 2024

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
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

Children are not adequately supervised by staff because they do not deploy themselves effectively around the environment to ensure children's safety and good health. At times, children are out of sight and hearing of staff because staff leave the environment to speak to a parent or prepare snack. Young children climb on storage cabinets and chairs, and throw and snatch toys from each other. Others walk outside in their socks, without their shoes on.

Staff do not ensure a well-organised environment or plan an ambitious curriculum to support all children to make good progress in their learning. Although they offer some activities based on children's interests, staff do not always know what they want children to learn from these activities and why it is important to their educational journey. Staff do not organise themselves or resources well enough to support children's engagement in activities. For example, they ask children if they would like to make Christmas cards, and some children are eager to join in. However, their enthusiasm quickly fades because staff spend prolonged periods of time searching for aprons and paintbrushes. Once the activity is set up and children begin to express their creativity, staff leave the activity to take other children outside to play, inviting another staff member to take over. This creates a disorganised environment and disrupts children's learning. That said, children arrive at the playschool happy and leave their parents or carers with ease. Staff provide them with daily opportunities to be physically active outside in the fresh air. Children excitedly chase around the garden to pop bubbles with their hands.

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

- The leadership and management of the playschool is weak because leaders fail to meet the requirements of the early years foundation stage. They do not make sure resources and activities are effectively organised or ensure that staff deployment supports children's safety and good health.
- Staff do not manage children's behaviour effectively. Although staff speak to children in a gentle tone and remind them to use their 'kind hands', they do not provide children with clear and consistent guidance as to the expectations for their behaviour. As a result, children do not demonstrate positive attitudes to learning and display unwanted behaviour.
- While leaders aim to provide high-quality care and education, they are yet to establish effective systems for monitoring staff's performance and the quality of care and education provided. Although leaders identify that they have positive relationships with children and parents, they are not sufficiently reflective or proactive in identifying areas for improvement. The lack of regular monitoring and self-evaluation hinders leaders ability to drive continuous improvements at the playschool.

- Although staff demonstrate a generally secure understanding of child development, they do not use their knowledge and skills to plan an ambitious curriculum that meets the needs of all the children who attend. Children do not make the progress they are capable of.
- Staff make some assessments of what children know and can do. They use this information to plan for their next steps in learning. However, children's planned next steps do not always align with the important skills children need to learn before they can access other areas of learning. For example, staff plan to improve children's counting skills, even though they are aware that some children struggle with their speaking skills. They do not consider that children's difficulties with communication and language will hinder their ability to effectively count out loud.
- Staff seek some information from parents about children's prior learning when they first begin to attend. For example, parents complete an 'all about me' form, which seeks details about their children's development and routines from home. However, staff do not use this information to plan effectively for children's future learning and monitor their progress from the outset. This hinders the progress that children make.
- Staff do not consistently support children to learn good hygiene practice. While they remind children to wash their hands before meals and after using the toilet, they do not always supervise these routines. As a result, there are occasions when children ignore staff's instructions and sit down to eat or touch food without washing their hands.
- Overall, staff are caring, and they form warm relationships with children. They share some information with parents about children's time at the setting. For example, they speak to parents at drop off and collection times, and sometimes add information to children's online learning records. However, staff do not share enough information with parents about children's achievements to help them continue learning at home and keep them fully informed about children's progress.
- Leaders do not ensure that children with special educational needs and/or disabilities (SEND) are supported effectively to make good progress from their starting points. Staff do not consistently work in partnerships with other professionals from other settings children also attend to develop targeted plans that support their future learning and 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 and Childcare Register the provider must:

	Due date
improve the organisation of the environment and the deployment of staff, so that children are fully engaged and consistently supervised to ensure their safety and good health	07/01/2025
ensure that staff provide children with clear and consistent guidance as to their expectations for behaviour, to help them develop positive attitudes to learning and a secure understanding of staff's behavioural expectations	17/01/2025
improve the monitoring of the provision to identify and address weaknesses in practice and raise the quality of the care and education children receive to at least a good level	17/01/2025
ensure that staff plan and implement an ambitious curriculum that meets the needs of all children who attend to support them to make the progress they are capable of	07/01/2025
ensure that staff have a good understanding of what it is they want children to learn next and why it is important to their educational journey	07/01/2025
ensure that the information gathered from parents at induction is used to plan effectively for children's future learning and monitor their progress from the outset	07/01/2025
improve hygiene practice to ensure that children's good health is fully supported at all times	07/01/2025

<p>ensure that information about children's learning and development is consistently shared with parents to support them to continue or extend learning at home and keep them up to date with their children's progress</p>	<p>07/01/2025</p>
<p>improve the arrangements for supporting children with SEND to ensure that staff consistently share information and work in partnership with other professionals to develop targeted plans to help them make good progress in their learning and development.</p>	<p>07/01/2025</p>

Setting details

Unique reference number	2744537
Local authority	Warwickshire
Inspection number	10376951
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 4
Total number of places	25
Number of children on roll	0
Name of registered person	Rainbow Playschool Ltd
Registered person unique reference number	2744534
Telephone number	07871972544
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Playschool Ltd registered in 2023. It operates from Salford Priors C E Academy. The playschool employs five members of childcare staff. Of whom, two hold appropriate early years qualifications at level 3. The playschool opens Monday to Friday, from 8am until 6pm, all year round, apart from bank holidays. The playgroup offers funded early years education for children.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024