

Inspection of Rainbow Early Years

Rainbow Early Years, c/o Holbrook Primary School, Holbrook Lane, Trowbridge,
Wiltshire BA14 0PS

Inspection date: 31 March 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Leaders have created a unique and varied curriculum that places focus on using children's 'schemas', which are patterns of repeated behaviours. Learning through schemas helps children to build knowledge and skills across the prime areas of learning. This prepares children well for their next stage of learning. Outside, younger children develop their balance and coordination as they walk across and jump from low-level beams. Older children use the ropes on the climbing frame to pull themselves up, building their upper body strength. Children thrive in their physical development. Staff introduce new vocabulary and check children's understanding of these words. For example, older children learn the word 'burrow', and when asked by staff what this means, they confidently say, 'It's a rabbits' house.' This supports children's language comprehension. Children enjoy using binoculars to spot birds with their friends. They excitedly point to pictures of birds placed on the fence and say, 'We are looking for a pigeon.' Children are curious and motivated learners.

Children demonstrate emerging independence from a young age. Younger children find their own water bottles, and older children use the 'hygiene station' to wipe their own noses. Staff encourage children to begin to take responsibility, and children enjoy helping to sweep up the sand. Children confidently find their name cards and place them on the snack board as they wait patiently for snack. This helps to foster children's growing independence and confidence.

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

- Staff know children well and provide varied opportunities for them to gain new knowledge and skills. This helps staff to sequence children's learning, building on what children know and can do. For example, older children explore shapes and spot a 'semicircle'. Staff encourage children to place two together, and children recognise, 'It's a circle.' Children make good progress in their learning.
- Older children access meaningful interactions that stretch and challenge their thinking. Staff ask open-ended questions and sustain their ideas and thinking. For example, children explore soil and real vegetables. Staff ask questions about the focus book 'Peter Rabbit', helping children to remember and recall parts of the story. However, at times, these opportunities are not as strong for younger children, which means their learning is not fully maximised.
- Staff place good focus on supporting children's literacy skills in preparation for school. Younger children explore sounds as they happily sing and play their musical instruments. Older children begin to link initial sounds to words. For example, staff help children to look for letter sounds, and children pause and say, 'y, y, yellow'. Leaders have introduced a 'lending library', helping children to further develop their love of books.

- Leaders and staff help children to feel safe and secure. They ask parents to provide a family photo when children start, helping them to settle and feel at ease. Children independently use the 'calm corner' when they feel tired, demonstrating good understanding of their own needs. Leaders and staff implement 'rainbow rules' and have good expectations for behaviour. However, at times, staff are not consistent when managing behaviour and do not always help children to learn about the consequences of their actions. This means that, on occasion, children struggle to understand what is expected of them.
- Leaders and staff provide many opportunities for children to engage with their local community. They enjoy nature walks, visits from the Police and parent events, such as an Easter bonnet parade. Staff and children have recently completed a colour run to celebrate the festival of Holi. This supports children's understanding of the wider world and promotes cultural diversity.
- Leaders are reflective on the provision and provide ongoing support for staff to continue to develop their knowledge and skills. For example, regular observations of staff, including peer observations, help to target staff training more precisely. Leaders prioritise staff well-being, and staff feel valued. They benefit from regular supervisions and staff meetings to support them in their roles. Leaders are passionate, dedicated and have good oversight of the setting.
- Parent partnership is strong and supports children's progress. Parents value the weekly emails informing them of what their children will be learning next, such as hibernation. This helps to support continuity of children's learning at home. Parents speak highly of the setting and the progress children make. They value the 'calm and gentle approach' of staff.

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 develop more meaningful interactions with the youngest children to ensure that they are able to access the same high-quality teaching as older children
- ensure staff use consistent approaches when managing behaviour, helping children to begin to recognise the impact of their behaviour on others and understand what is expected of them.

Setting details

Unique reference number	145813
Local authority	Wiltshire
Inspection number	10393962
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	30
Number of children on roll	42
Name of registered person	Rainbow Early Years Committee
Registered person unique reference number	RP522032
Telephone number	01225 774478
Date of previous inspection	9 January 2023

Information about this early years setting

Rainbow Early Years registered in 1993. The group operates from Trowbridge, Wiltshire. It opens each weekday, from 8.30am to 3pm, during term time only. The setting employs eight staff who work directly with children. Of these, one holds a relevant qualification at level 6, one at level 4, four staff hold qualifications at level 3, one at level 2 and there is one unqualified member of staff. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The manager and nominated individual 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 observed the quality of teaching and carried out a joint observation with the manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- A meeting was held between the inspector, manager and nominated individual to discuss leadership.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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