

# Inspection of Rainbow Playschool Ltd

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

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Inspection date:

21 May 2025

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Since the last inspection, the provider has been working closely with the local authority early years team. While some improvements have been made, the playschool curriculum is still in development. As a result, teaching is occasionally variable and children's progress is not yet consistently good in all areas. That said, the environment is suitably resourced both indoors and outside. Children generally enjoy attending. For example, they like being creative and imaginative. They enjoy access to role-play equipment and developing role-play games with staff, including cooking, being doctors or going on a trip on a train. Children also enjoy sponge painting and using shaving foam to make marks.

Children are settled and content. They seek staff out for comfort and reassurance and positive relationships are established between them. Recently, the provider has worked hard to embed their behaviour management policy in practice. As a result, children cooperate with routines and generally behave well. They benefit from routine reminders of the playschool behaviour expectations and can convey these clearly to staff and their peers. Children sit and listen during circle time and whole-group story sessions.

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

- The provider is reflective and realistic. Following the last inspection, a focused action plan was created. The provider knows the key areas of practice that still require further improvement. They are ambitious and strive to attain good quality in the future.
- Staff know children well. They make routine observations and assessments of children's progress. However, the provider's curriculum approach is not yet fully decided or embedded in practice. Staff do not make effective use of what they know about children's age, stage and learning needs to plan challenging and stimulating activities. As a result, there are occasions when children lack focus and struggle to maintain interest, or the learning within activities is limited.
- The provider works closely with the staff team and cares about their well-being. They recognise that they have work to do to further enhance staff's teaching skills. However, the provider's plans to upskill staff in this area are still in development. As a result, on occasions, teaching varies and is not yet consistently good.
- Leaders and staff fully understand their safeguarding responsibilities. Children learn about keeping themselves safe. For example, they participate in a fire drill calmly, and demonstrate through discussions an understanding of the importance of this.
- The environment is secure and well maintained. Staffing levels are appropriate. The provider ensures that ratios are met and maintained at all times. Children

are well supervised and the deployment of staff meets children's needs. All staff have paediatric first-aid training, and accidents and injuries are managed in line with relevant guidance.

- Children are independent and make their own play choices freely. They can wash their hands, use the toilet and put on their own jumpers and jackets when going outside.
- Staff provide children with healthy snacks, which they enjoy. They benefit from plenty of fresh air throughout the day. Children like physical activities in the garden, including digging in the sand, playing with bubbles and riding on a see-saw. This helps to promote their well-being.
- Parents are happy with the service provided. They comment that they welcome the support that the staff provide them and their children with. However, there is room for staff to hold more detailed discussions with parents about children's learning. At present, the provider's plans to enable more home learning ideas to be shared are still in development.
- Children with special educational needs and/or disabilities are identified. The provider and staff are working with external agencies, where applicable, to provide targeted support for these children. However, there is scope for the provider and staff team to build better relationships with other providers. This specifically relates to local schools, to further support smooth transitions when children are ready to move on.

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

	Due date
improve the curriculum and make more effective use of what is known about children's age, stage and key next steps in development to plan stimulating and challenging experiences that extend their learning	31/07/2025
make the most effective use of the strategies in place to support staff to help them further develop their teaching skills and raise the standards to good.	31/07/2025

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

- enhance communication with parents further to maximise continuity in children's learning between the playschool and home
- build on partnerships with local providers, specifically schools that children are due to attend, to help ensure smooth transitions when children move on.

## Setting details

<b>Unique reference number</b>	2744537
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10396698
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Rainbow Playschool Ltd
<b>Registered person unique reference number</b>	2744534
<b>Telephone number</b>	07871972544
<b>Date of previous inspection</b>	11 December 2024

## Information about this early years setting

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

## Information about this inspection

### Inspector

Josephine Heath

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to 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.
- Parents shared their views of the setting with the inspector.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playschool.
- The inspector spoke with the provider about the leadership and management of the setting.

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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