Inspection of Little Rainbows

Charlotte Street, Plymouth PL2 1RJ

Inspection date:	10 September 2025

Overall effectiveness	**Inadequate**
The quality of education	**Inadequate**
Behaviour and attitudes	**Inadequate**
Personal development	**Inadequate**
Leadership and management	**Inadequate**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children do not receive good-quality care and education. The key-person system is not effective and staff do not know children well enough. Staff do not help children to form strong bonds with them and do not collect important information from parents and carers, when children start at the setting. Staff do not monitor children's progress robustly and do not support them to move on to the next steps in their learning effectively. Consequently, children do not make the progress they are capable of.

The nursery is going through a period of transition. Leaders recognise areas of improvement needed, however, currently they do not provide staff with the coaching, support and training necessary to provide quality care experiences for children.

Children are not supported to make good progress in their learning. Staff do not understand how to provide children with a curriculum that builds on what they already know and can do. For example, children enjoy playing with vehicles and pushing them down a ramp. However, staff do not support their developing social skills and children struggle to take turns. Children enjoy playing with activities of their choosing and they do this happily for a long time independently. However, they do not benefit from good-quality interactions from staff to promote their language, develop curiosity and extend learning. Nevertheless, children take part in daily routines, such as daily tooth brushing, which helps them to develop good oral health habits.

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

- Leaders do not ensure staff implement a curriculum that helps children to make good progress. For example, as children eagerly wait to create with play dough, staff focus on making it. They do not speak with children about the process, ingredients or tools they use, or help children develop the knowledge and skill to make their own.
- Leaders do not provide staff with the training, coaching and support they need to fulfil their roles and responsibilities. This impacts the learning and development experiences children receive. Children enjoy learning words, such as 'smooth', to describe conkers and 'bumpy' to describe broccoli. However, they do not benefit from good-quality interactions that encourage them to think or share their ideas. Staff do not model language consistently to support children to develop good communication and language skills.
- Staff do not benefit from effective supervision or have regular opportunities for discussion about their practice. Leaders do not provide staff with the support they need to develop their teaching skills. They do not encourage staff to reflect

on their practice or develop their understanding of how young children learn. As a result, children do not develop the knowledge and skills they need to be ready for school.

- Leaders do not have an effective key-person system in place to ensure staff meet children's needs. Staff do not know enough about the children they are caring for to support them in their learning. Staff do not build positive relationships with parents or help them with strategies to guide their children's learning and development at home.
- Pre-school children enjoy listening to stories as part of their daily routine. They speak about feelings and are delighted when staff provide examples of when children have made them feel proud. Children smile as they hear how well they coped returning to nursery after their summer break.
- Staff generally encourage children to follow sensible hygiene routines. Children are beginning to understand the importance of washing their hands before eating.

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 curriculum implementation so children receive the scaffolding and support necessary to develop skills, knowledge and understanding	01/10/2025
develop staff knowledge and skills to support them to be confident and capable to best promote children's progress, particularly in personal, social and emotional development and communication and language development	15/10/2025

adopt a cycle of staff supervision that is robust and impactful, and provides staff with key learning points to develop their practice and best support children's education and well-being	15/10/2025
promote the key-person system with families to build effective working relationships, with clear communication, so a shared understanding of how best to support the interests of children is formed and progress is well supported.	15/10/2025

Setting details

Unique reference number	EY477865
Local authority	Plymouth
Inspection number	10414853
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	34
Number of children on roll	66
Name of registered person	KCP Keystone CIC
Registered person unique reference number	RP901727
Telephone number	01752 561602
Date of previous inspection	17 November 2021

Information about this early years setting

Little Rainbows registered in 2014 and is located in Morice Town, Plymouth, Devon. The nursery employs seven members of staff, all of whom hold appropriate early years qualifications, ranging from level 2 to level 6. The nursery is open Monday to Friday for 50 weeks of the year, from 9am to 5pm, except on Friday, when the nursery closes at 12.45pm. The nursery provides government funded early years education for all eligible children.

Information about this inspection

Inspector
Shirley Evel

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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 2025