

# Inspection of Rainbow Teddies Pre-School

Manorbrook Primary School, Park Road, Thornbury, South Gloucestershire BS35 1JW

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Inspection date: 26 September 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are thriving at this warm, welcoming pre-school. Practitioners are thoughtful and attentive, and meet children's care and education needs well. Children are excited to arrive, happily leaving their parents and quickly becoming engaged in the exciting environment. Younger children's emotional needs are recognised well. For example, managers recognise that younger children arriving in the afternoon may find it overwhelming to enter the room where all the children who have been there all day are. They have their own entrance and space for when they first arrive, joining the larger group once they are settled. Children are very happy and relaxed.

The practitioners know the children very well and make learning fun and tailored to the children's interests. They consider the routine of the day carefully, to ensure children get uninterrupted time to play and learn in the space of their choosing. For example, children can go between the indoors and outdoors as they please. They have a morning snack in small groups, without having to pack up and leave their play for long. The practitioners are good role models, getting down to children's level and extending children's play to maximise learning. Children are making good progress in their development.

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

- Leadership is very strong at the pre-school. Practitioners feel supported and are happy. The management team are reflective, always looking at ways the pre-school could be improved to meet the needs of the current children. For example, they noticed that children were not engaging in the book area in an effective way. They removed many books and displayed them in a much more engaging way. Children now regularly visit the book area and look through books, both alone and with adults, supporting their early literacy skills well.
- Managers build strong links with the local community and shared settings to promote consistency of care and help children learn about their local area. For example, children go on walks nearby and local services, such as the police on horseback, stop by to talk with them and answer their questions.
- Practitioners are very kind and caring. They support children to communicate and learn new words. They show a real interest in what children are saying, looking at children and commenting on their every word. They praise children often, and write notes on rainbow-shaped paper when they have done something well, which they share with the group and with parents, supporting children to have high self-esteem.
- Children have many opportunities to develop the muscles needed for later writing. For example, they enjoy squishing and shaping play dough, squeezing paint from bottles. This helps to develop the small muscles in their hands. They

confidently run around the garden, balancing and climbing, and stretch out their muscles in fun yoga sessions.

- Children are encouraged to be independent. However, this is not always consistent and, at times, practitioners do more for children than is needed. For example, children get their own coats and come to adults for help. Some adults encourage them to put the coats on themselves and do up the zip, while others do this for them. At snack times, children hand staff packets to open, and they do it, without always encouraging children to have a go first.
- Children with special educational needs and/or disabilities (SEND) are well supported. Practitioners work closely with parents and outside professionals, attending review meetings and incorporating ideas from professionals to support children's learning and to help them make good progress.
- Parents are very happy with the care and education their children receive. They say they know what their children are learning, and how they can support this learning at home. They are given ideas for healthy lunch boxes, and are encouraged to borrow books to take home from the parent lending library.
- Children's behaviour is very good. They are calm and confident and have a sense of belonging. They share and take turns and play well together. Practitioners guide and support them well, ensuring their needs are met.

## **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:**

- make the most of opportunities to consistently develop children's independence even further.

## Setting details

<b>Unique reference number</b>	136063
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10407346
<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>	32
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Rainbow Teddies Pre-School Committee
<b>Registered person unique reference number</b>	RP522217
<b>Telephone number</b>	01454 867231
<b>Date of previous inspection</b>	7 January 2020

## Information about this early years setting

Rainbow Teddies Pre-School registered in 1967 and is committee run. It operates from a local primary school in Thornbury, South Gloucestershire. The pre-school opens five days a week during school term times, from 9am to 3pm. There are nine staff. One holds an early years qualification at level 6, six staff hold early years qualifications at level 3 and two staff are unqualified.

## Information about this inspection

### Inspector

Joanne Neenan

## Inspection activities

- 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.
- Children spoke with the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation.
- 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 pre-school.

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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