

# Inspection of Rainbow Pre School

Westgate House Care Home, Millington Road, Wallingford, Oxfordshire OX10 8FE

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Inspection date: 7 June 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children delight in being in this welcoming, safe and well-resourced environment. They are greeted by enthusiastic and caring staff as they arrive at the setting. The strong key-person system helps children to feel settled and secure. All children build and form meaningful relationships with their peers and staff. They have a good sense of belonging and understand daily routines. Children know what is expected of them. Staff praise children for their efforts, achievements and positive behaviours. As a result, children are confident and behave well.

Children enjoy access to the outside area, where they gain good physical skills and learn what their bodies can do. For instance, they enjoy climbing and running in the large outdoor area and children persevere as they learn to balance and walk on stilts. Children are starting to recognise their names and those of their friends. This is helping to support early literacy skills. Communication and language are a focus in pre-school. Children become immersed in books and stories, along with songs and rhymes. Children develop their literacy skills and love of books as they listen to stories being read aloud and learn new words. They enjoy moving their bodies and singing along to action songs and nursery rhymes.

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

- The dedicated manager shows a good commitment to the professional development of her team. Staff meet regularly with the manager for supervision meetings. The manager places a high priority on the well-being of staff. As a result, staff feel valued and enjoy working at the pre-school.
- Staff have worked incredibly hard during the COVID-19 pandemic. Parents comment on the dedicated staff team, at particularly challenging times. Staff made many changes to the setting to offer children a homely, yet stable, learning environment. For example, out-of-hours 'show arounds' were offered to new children and parents. In addition, staff worked hard to communicate well with parents and children throughout the pandemic. For example, they delivered activity packs and books to the children and their families. In addition, favourite books were read and recorded for children to hear and see.
- There are good partnerships with a wide range of other professionals, such as the local authority and speech and language professionals. These relationships help to close any gaps in learning for children who require additional support. The manager uses the money from additional funding well to provide experiences for children that support their learning.
- Children enjoy activities based on what they know and can do because staff fully understand how to follow children's interests. For example, young children explore the grains with a range of vehicles and refine their physical skills as they scoop the grains using vehicles or their hands. However, staff are not yet able to

confidently explain how children's learning is sequenced as part of a coherent approach to planning.

- Staff support children with special educational needs and/or disabilities well. They identify specific needs early on and provide targeted support. They work closely with other agencies, ensuring that children receive specialist support when needed. They adapt activities and pre-school routines, taking account of individual needs, to make sure that every child has equal access to the curriculum.
- Overall, staff provide good interactions with children to support their learning. However, at times, although quieter children are happy, staff do not fully engage them during some activities, such as small-group discussions.
- Relationships with parents are strong. Parents praise the staff team of the care that their children receive. They speak highly of the online application to keep them updated of their children's learning.
- Children are provided with healthy snacks. Mealtimes are social occasions and children's independence is supported well by staff. For example, children pour their own milk or water and butter their own toast at snack time.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy and they keep their training up to date. The manager and staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children that may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards. They are vigilant about safety and maintain correct ratios to keep children safe.

## **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 plan the sequencing of children's learning, to keep children fully engaged and offer the highest levels of challenge
- develop further staff's awareness of their responses to children, such as engaging with children who may be quieter, to help further extend early conversation skills.

## Setting details

<b>Unique reference number</b>	2579585
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10239553
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Rainbow Pre-School Committee
<b>Registered person unique reference number</b>	RP904502
<b>Telephone number</b>	01491 826209
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rainbow Pre School registered in 1974 and re-registered in 2020 when it relocated to new premises. It is located in Wallingford, Oxfordshire. The pre-school opens between 8.30am and 4.30pm, Monday to Friday, during term times, and a play scheme operates in the school holidays. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff. Of these, one holds early years teacher status and 10 have early years qualifications between levels 2 and 4.

## Information about this inspection

### Inspector

Amanda Perkin

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector spoke with the manager and the nominated individual, about the leadership of the setting.
- The manager carried out joint observations with the inspector.
- The inspector looked at a sample of documentation. This included evidence of suitability and training records.

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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