

Inspection of Rainbow Pre-School Hull Ltd

Chanterlands Avenue, Hull HU5 4DJ

Inspection date: 15 January 2020

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

What is it like to attend this early years setting?

The provision is good

Children are happy and feel safe and secure at the welcoming pre-school. They have established warm and caring relationships with staff. Children confidently approach staff for help. Staff are calm and consistently offer praise and encouragement. This helps new children settle and gain confidence to engage in activities alongside other children and staff. Children listen well to staff and cooperate with boundaries and routines. Staff manage children's behaviour well.

Children have opportunities to play with a wide range of toys and resources. Staff organise the environment well so that activities indoors and outside successfully engage and motivate children's interests. For example, as children use soft bricks to make their 'house', they carefully line bricks up next to each other. Staff extend children's learning, discussing the 'roof' and asking what cement is for. Children remember that this sticks the bricks down.

Children are keen to look through the binoculars at the squirrel on the fence, and eagerly discuss the squirrel's antics. Staff support children well to share and take turns with the binoculars, so all children can watch. Children are active outside and demonstrate their good balancing skills and understanding of the world. They bring their good imagination into their play and remind staff and their friends of the 'lava'.

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

- Children's literacy skills and communication are given high priority. Some children begin to match sounds to letters and recognise their names. Children enjoy nursery rhymes, songs and stories. They enthusiastically join in with actions and phrases. Older children are keen to sing a song to their friends.
- Leaders have a clear vision and focus for the pre-school. Together with staff and parents, they reflect on and evaluate their practice to continually improve. However, staff do not explain to children the importance of treating resources and their environment with care.
- Staff are aware of children's dietary requirements. However, they do not provide children with clear messages about why it is important to eat healthy foods and what contributes towards a healthy diet.
- Children enjoy short and enjoyable small-group sessions to provide them with more focused learning support. The use of games helps children to get a better understanding of turn taking and sharing. Partnerships with other professionals and families are good.
- Leaders support staff effectively. They provide regular supervision meetings to help improve staff's performance and identify training to support their practice. Well-qualified senior staff lead well by example. For instance, they extend

children's learning as they demonstrate counting how many steps they need to take to walk across the room. This aids the teaching of the curriculum and supports children's mathematical development well.

- Staff skilfully question the children to help them develop their own ideas and enhance learning experiences. For example, children describe their artwork. Staff extend children's knowledge as they tell them how to make pasta during play with play dough. This supports their next stage in learning effectively.
- Children enjoy being outside. They develop their physical skills as they use ride-on toys and balance on a beam. Children learn about nature as they talk to staff about the squirrel in the trees. Children make marks with chalk. Staff extend this learning well, as they count bricks and hands for the 'worm' children draw.
- Staff encourage children to take risks and to challenge themselves. For example, they give children gentle reminders to hold out their arms when they walk across a beam. Staff demonstrate different ways to walk across the beam, such as sideways and backwards. Children pay attention, follow instructions and show good balance.
- The key-person system is well established. Staff are sensitive to children's needs. When children are tired, they carry out the same routines that parents use at home. As a result, children fall to sleep and demonstrate that they feel safe and secure.
- Staff provide regular opportunities to involve parents in their child's learning and promote ideas on how to support children's development at home. Parents speak well of the setting and are happy with their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibility to keep children safe and protect their welfare. They know the signs and symptoms that may indicate a child is at risk of harm. Staff know how to share concerns to keep children safe. This includes an understanding of how to escalate any concerns to outside agencies. Staff know the procedures to follow if they have a concern about if an allegation is made against a member of staff. Robust checks ensure that staff are suitable to work with children. The premises are safe and secure. Staff are well deployed and supervise children well.

What does the setting need to do to improve?

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

- teach children the importance of caring for resources and taking responsibility for their pre-school environment
- promote children's understanding of the importance of eating a well-balanced diet and the need to make healthy food choices.

Setting details

Unique reference number	EY550761
Local authority	Kingston Upon Hull City Council
Inspection number	10133823
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 8
Total number of places	36
Number of children on roll	24
Name of registered person	Rainbow Nursery Hull Ltd
Registered person unique reference number	RP532226
Telephone number	01482 445239
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Pre-School Hull Ltd registered in 2017. The pre-school employs three permanent members of childcare staff and a member of staff from the sister setting, when needed. All hold appropriate early years qualifications at level 3 or 6. The pre-school opens Monday to Friday during term time and offers a holiday club during school holiday periods. Sessions are from 8am until 5pm, except for bank holidays and a week at Christmas. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the pre-school deputy manager and the manager.
- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and suitability checks of staff.
- The inspector carried out a joint observation with the deputy manager. She discussed the self-evaluation and the impact this has on the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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