

# Inspection of Rainbow Teddies Pre-School

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

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Inspection date: 7 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is good**

Children flourish as they attend this exceptionally vibrant and nurturing setting. Staff warmly welcome children and their families into the pre-school, where they feel safe and secure. Children benefit from highly supportive settling-in sessions before they start, which mean they settle very quickly. Staff gather detailed information from parents when children first start to enable highly effective planning for each child's interests and next steps in their learning. For example, parents share information regarding their child's experiences at home so the staff can extend these within the provision. The manager and staff are fantastic role models for children as they provide an excellent child-led approach to learning. This motivates and supports each child to achieve the best possible outcomes. Staff continuously give children praise for their individual achievements, which supports children to become confident learners. Children's behaviour is exemplary and they develop extremely positive attachments with staff and their peers.

Staff provide children with a wealth of first-hand experiences which significantly enhance their learning and development. For instance, professionals such as musicians, dance teachers and scientists regularly visit the setting to help inspire and extend children's emerging interests. In addition, the manager has made exceptional links within the wider community. For example, staff and children engage in meaningful interactions as they often visit the local residential home to share their learning with those of a different generation. Staff provide excellent opportunities for children to learn about the environment and the world around them. For instance, staff enrich children's curiosity as they explore outdoor environments such as Westonbirt Arboretum to identify habitats of different animals and learn about where hedgehogs might live.

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

- Staff have high expectations for all children in their care. Leaders use highly effective planning and monitoring tools to ensure activities meet children's interests and individual learning needs. The manager oversees children's progress to ensure there are no gaps in their learning and development. This helps all children, including those in receipt of additional funding and those with special educational needs and/or disabilities (SEND), to make good progress. Staff provide excellent and consistently strong and effective support for children with SEND. The manager and staff make exceptional use of funding to successfully support individual children's learning and development.
- Children are extremely confident learners. Staff support children to develop excellent imaginative and language skills as they show delight in caring for the baby dolls in the role-play area. Staff use skilful interactions and teaching to support children to extend their own thinking and ideas. Children show

excitement as they work together to build a variety of constructions in the garden. They talk to each other about what they will use to create each tower and then begin to trial different materials and resources. As a result, children are able to test out their ideas confidently.

- The manager and committee members work hard at developing partnerships with the local school to create a collaborative approach to children's learning and experiences. For example, children from the school come into the setting to read to the pre-school children. The committee has led successful fundraising events which have enabled the pre-school to develop their garden and quiet corner.
- Staff are highly effective at developing children's communication, listening and attention skills. Staff skilfully model and repeat language correctly to children to excellently support their vocabulary. All children, including those who speak English as an additional language, develop high levels of confidence in their language and communication skills. Throughout the day, children really enjoy listening to stories. Staff use books to inspire their curiosity and support other areas of learning, such as children's awareness of keeping safe online.
- Parent partnerships are continuously strong. Staff work in collaboration with parents to ensure children's learning at home is continued. For example, parents have access to a puzzle and games library where the staff encourage them to borrow something to take home and enjoy with their child. Parents regularly receive detailed information about their child's progress through verbal and written communication. For instance, parents can meet with their child's key person throughout the year to discuss their child's progress in more detail.
- The passionate manager provides clear policies for the provision. Overall, staff implement these well. However, newer staff lack understanding of some aspects. Staff knowledge is not monitored by the manager to ensure they all have a secure level of understanding and can implement all practices fully.

## **Safeguarding**

The arrangements for safeguarding are effective.

Meticulous recruitment and vetting procedures are in place to help ensure that all staff are suitable to fulfil their roles. Overall, staff demonstrate a good understanding of safeguarding requirements and know the referral procedures to keep children safe. Managers ensure that safeguarding policies and procedures are available to staff, parents and others. Managers use risk assessment effectively to ensure children's safety remains a high priority.

## **What does the setting need to do to improve?**

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

- ensure all staff have a secure knowledge and understanding of the setting's policies and procedures, to enable them to implement these fully.

## Setting details

<b>Unique reference number</b>	136063
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10126079
<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</b>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	45
<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>	5 October 2015

## 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 setting supports children learning English as an additional language. The pre-school opens five days a week during school term times, from 9am to 11.30am or 12.45pm (lunch club) or 9am to 3pm (long day session). The setting receives funding for the provision of free early education for children aged three and four years. There are nine staff. The manager holds an early years qualification at level 4, the session leader holds early years professional status and six other staff hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Terri Breakwell

## Inspection activities

- The quality of teaching was observed during activities indoors and outdoors. The impact on children's learning was assessed.
- A joint observation of an activity was completed with the manager.
- Children's developmental records were viewed. The inspector tracked children's progress and discussed children's individual targets with their key person.
- A sample of documentation, including children's assessment records, staff suitability records and nursery policies and procedures, was seen by the inspector.
- Discussions were held with staff members, parents and committee members at convenient points during the inspection.

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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