

Inspection of Over the Rainbow Playschool

Holbrook Community Centre, Holbrook School Lane, HORSHAM, West Sussex RH12
5PP

Inspection date: 7 December 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
---	------

What is it like to attend this early years setting?

The provision is good

Children develop strong relationships with staff at this warm and nurturing setting. They arrive happy and are keen to explore the activities on offer. Children have a positive attitude to learning and show high levels of enjoyment and curiosity. For example, they fully immerse themselves in a sensory activity outdoors. Older children are encouraged to develop early mathematical skills, while playing together with sand. They confidently identify numbers and estimate weight. Younger children prepare their hands for writing by developing their fine motor skills. They use a variety of spoons and scoops to carefully measure out the sand into different sized containers. Children spend a significant amount of their day outdoors. They develop their core strength and agility as they run, balance and ride bikes in the outdoor environment.

Children have a wealth of opportunities to develop their independence skills. Younger children demonstrate their independence, self-serving their own healthy and nutritious snacks and pouring their own drinks. Older children are learning important skills to get them ready for school. They prepare themselves effectively for the outdoor environment and tidy away after themselves once they have finished an activity. Children behave well. They listen intently and follow instructions. Staff have high expectations for the children in their care and model good manners. Children are learning to share, take turns and play cooperatively. This helps them acquire the social skills required for their next stage of learning. Overall, children, including those with special educational needs and/or disabilities (SEND), make good progress.

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

- The manager has a clear vision of what she would like children to achieve during their time at the setting. There is a great deal of emphasis on getting to know each child and their family so they can plan for their needs. Staff use what they know about children's development to plan and provide a broad range of activities and experiences, based on children's interests and their starting points.
- Children's mathematical development is supported well. For example, children learn to recognise numbers and count objects. They show an understanding of how to measure weight, volume and length. Children show immense pride as they master early mathematical skills. They develop a sound knowledge of early mathematical concepts.
- Children benefit from a language-rich environment. They enjoy joining in with storytelling and singing at group time. Staff engage children in conversations and provide a narrative while children play. However, at times, staff are not quick to notice when some younger children would benefit from more adult interaction, to build on their emerging speaking skills.

- Overall, children are engaged in their learning experiences. They are curious and active in their learning. However, at times, quieter children and those with less language ability lose interest during adult-led group activities. Staff do not organise group sessions to their full potential, to ensure all children are able to engage in the learning opportunity. As a result, some children lose interest during these activities.
- Partnerships with parents are strong. Parents speak highly of staff and the caring, supportive relationships that staff have with the children. They value the regular communication they receive through an online programme and feel completely involved in their child's learning journey.
- The special educational needs coordinator (SENDCo) is passionate and knowledgeable about her role. She is vigilant to any signs that a child might need additional support. Individual care plans are detailed and shared with all staff. Children who speak English as an additional language or who are delayed in their speech receive focused support. Children with SEND make good progress.
- The long-standing staff team work well together. There is a strong team ethos and a shared vision for continual improvement. Staff feel well supported by the manager and appreciate the support and advice given. The manager continually reflects on what the playschool does well, and ensures that all staff attend regular training to improve on the already good practice. The setting has good links with the local school and liaises closely with other professionals.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of the signs and symptoms that may indicate a child is at risk from harm. They know how to report concerns, including allegations, to the designated safeguarding lead and if required to local safeguarding partners. Staff carry out risk assessments daily, to ensure that the environment remains safe and secure. This helps to reduce and minimise any potential hazards. The accident policy and procedures are robust, and staff know what to do in the event of an accident. The manager follows safer recruitment procedures to ensure all staff are suitable to work with children.

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 recognise when children would benefit from more adult interactions to extend and encourage their early speaking skills
- review the arrangements to manage group activities more effectively, to ensure that all children remain fully engaged in their learning.

Setting details

Unique reference number	EY398273
Local authority	West Sussex
Inspection number	10263783
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 10
Total number of places	30
Number of children on roll	68
Name of registered person	Pratt, Elizabeth Rose
Registered person unique reference number	RP904291
Telephone number	07827 372960
Date of previous inspection	11 May 2017

Information about this early years setting

Over the Rainbow Playschool registered in 2009. It operates from Holbrook Community Centre in Horsham, West Sussex. The setting opens from 7.45am to 6pm on Mondays to Thursdays; and 7.45am to 5.45pm on Fridays, during term times only. The setting is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The setting employs nine staff. Of these, the manager holds a relevant childcare qualification at level 4, five staff have a relevant level 3 childcare qualification and one a qualification at level 2.

Information about this inspection

Inspector

Joanne Allen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the playschool and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record keeping.

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 2022