

Inspection of Cece's Rainbow Kids Hermitage Park

Hermitage Park Community centre, Cranford Rd, Allington, Maidstone ME16 9FZ

Inspection date: 30 September 2024

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

All children are confident and very happy during their time in the warm and inviting pre-school. All staff know individual children well and have high expectations of their abilities. Staff successfully implement their curriculum and plan motivating activities that maintain children's interest and enthusiasm to learn. When children engage in water play, staff teach them about mathematical concepts, such as quantities and volumes. Children are excited to use food colouring to change the colour of water and tell their friends, 'Look, the Red Sea'. Staff build on children's play well. For example, children paint and thread pasta onto string to make necklaces. Staff teach them about colour and patterns.

Staff support children to develop good physical skills. This is demonstrated when they confidently and safely use equipment, such as balancing beams. Children care for each other and actively make risk assessments. For example, they kindly tell their friends to be careful as the beam might be slippery because it is wet from the rain. Children learn about the benefits of following good health and hygiene routines. This is evident when children independently use mirrors to wipe their noses. They go on to wash their hands and discuss the importance of washing away any germs.

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

- All staff establish positive relationships with children. This helps children to settle quickly into the pre-school. Children fully understand the routine and make independent choices with confidence. They feel safe and secure, and this helps children have a positive attitude towards their learning.
- All children make good progress. This includes those who speak English as an additional language. Staff support children to fully understand other people's similarities and differences from around the world. For example, children learn to say hello in other languages, such as Italian and Lithuanian. Children experience traditions from other cultures and countries. This includes enjoying a visit from a drumming group from Ghana.
- Overall, staff are positive role models, and children are encouraged to recap their golden rules daily. However, these are not consistently embedded. On occasion, when children are asked to not run or to not take toys from someone, they are not provided with clear explanations by staff to help them fully understand why they are being asked to not do these things. Overall, children are polite and behaviour is good. However, staff do not consistently provide children with opportunities to fully understand the expectations of their behaviour and consequences of their actions.
- Overall, children are confident to communicate. They hear lots of good vocabulary and enjoy stories and singing. However, staff do not make good use

out of open-ended questions and answer too quickly for children. They do not give children time to think and say their own ideas more consistently to build on their listening and speaking skills even further.

- The staff establish positive relationships with parents who comment that they are happy with the staff and pre-school. Staff keep parents well informed about their children's day and their next steps in learning. Staff provide children with a good, consistent link between the pre-school and home. For example, they send books home and encourage parents to enjoy reading together with their children.
- The setting closely monitors the quality of care and teaching staff provide. Staff evaluate together as a team. They talk daily about what they feel has gone well and what they could do better. Staff observe each other, and they provide helpful and supportive feedback. They use the feedback to enhance their future plans.
- Staff carry out regular and beneficial training. They have recently learned about the importance of supporting children's mental health and well-being. As a result, staff have implemented activities to help children to express their feelings and manage their emotions with confidence.
- Staff teach children how to remain safe. For example, on their regular trips and outings, they talk about the rules of how to cross the road safely.

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:

- refine the explanations given to children to ensure they fully understand the expectations of their behaviour
- enhance the support for children to develop their already good communication skills even further.

Setting details

Unique reference number	2688099
Local authority	Kent
Inspection number	10360142
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	1 to 4
Total number of places	25
Number of children on roll	19
Name of registered person	Cece's Rainbow Kids Limited
Registered person unique reference number	2688098
Telephone number	07533977303
Date of previous inspection	Not applicable

Information about this early years setting

Cece's Rainbow Kids registered in 2022. It is located in Maidstone, Kent. The setting is open Monday to Friday, from 8am until 4pm, term time only. The setting provides funded early education for children aged two, three and four years. The setting employs five members of staff, three of whom hold relevant early years qualification at level 3 and above. This includes one member of staff who has a relevant early years qualification at level 5 and one member of staff who holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The manager shared written documentation for the inspector to review. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation during large-group story time.

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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