

Inspection of Rainbow Pre-School

Westerhope Primary School, Hillhead Road, NEWCASTLE UPON TYNE NE5 1NE

Inspection date: 11 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

There is a warm and supportive atmosphere in the pre-school. Staff consider children and parents to be part of their 'pre-school family'. Children form close bonds with familiar staff, which helps them to develop a sense of security. Those who are new to the setting benefit from individual plans for visits with their parents. Children become familiar with the pre-school and begin to feel safe in staff's care. They show increasing confidence and are happy in their play. Staff model good manners, encouraging children to say 'please' and 'thank you'. Children learn to respect others and are polite. For example, they say, 'excuse me, please' when they need to get past their friends.

Staff think carefully about what they will teach children. They observe children to identify their interests and what they need to learn next. This helps them to quickly identify any children who may be at risk of falling behind. Staff use what they know about children to plan activities that help them to build on what they know and can do. For example, children who are learning to say and understand new words benefit from simple turn-taking activities in a small group. The focused, yet flexible curriculum helps to ensure that all children make good progress and achieve well.

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

- Children access a wide range of appealing activities, during which staff support their learning well. For example, children develop mathematical understanding while creating patterns and towers with interconnecting pegs. Staff model ways to handle dough, such as rolling and pinching, which helps children to develop the strength and control in their hands, ready for early writing skills.
- Staff become very involved in children's learning. Their enthusiasm and skilful interactions help children to develop new skills and knowledge during activities. However, occasionally, staff's close focus on their current task means they overlook some children who are not engaged and become mildly disruptive in the group. For example, children become distracted from their learning by others who roll in the cushions in the quiet area.
- Professional development has a positive impact on children's learning. For instance, staff have introduced new ways to share books with children. Their interactive, enthusiastic approach to story times has led to increased participation from children. They listen with anticipation, discuss the themes of books and predict what might happen next. This has contributed to improvements in children's language skills, such as increased vocabulary and understanding of words.
- Staff work with some professionals that are involved in children's learning. However, these partnerships are not securely embedded. For example, many children share their time between pre-school and the on-site nursery. Leaders in

pre-school have not sought or shared enough information about children's learning to ensure that approaches are consistent and help children to make the best possible progress.

- The pre-school is filled with conversations about experiences and life outside of pre-school. Staff and children talk together about topics such as family and pets. This contributes to an atmosphere where children develop a strong sense of belonging and feel valued. Staff's consistent praise and encouragement builds further on this. Children have high levels of self-esteem and are proud of who they are and what they achieve.
- Routines are familiar to children. Staff give children clear information and cues about what will happen in their day. For example, children look at a timeline of pictures to see what comes next. Staff have consistent boundaries and children know what is expected of them. This supports their positive behaviour well. Staff teach children ways to stay safe. For example, children remind one another to use the steps rather than climb up the slide.
- Children learn about healthy lifestyles. Staff ensure that children get daily fresh air and exercise, which supports their good physical and mental health. They work with parents to ensure that children's lunches are nutritious and contribute to a healthy diet and attitude to food and drink. Children learn about good hygiene routines, such as handwashing, which help to prevent the spread of infection.

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:

- increase awareness of children who become distracted and support them more consistently to engage effectively in their learning
- gather and share more information with other professionals to develop a more consistent and complimentary approach to children's learning.

Setting details

Unique reference number	EY439935
Local authority	Newcastle upon Tyne
Inspection number	10372538
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	39
Name of registered person	Rainbow Pre-School Community Interest Company
Registered person unique reference number	RP910790
Telephone number	01912645994
Date of previous inspection	25 April 2019

Information about this early years setting

Rainbow Pre-School registered in 2011 and is located in Westerhope Primary School, Newcastle upon Tyne. There are seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens during term time only from 8.30am until 3.45pm, Monday to Friday. It closes on bank holidays. The pre-school offers government funded childcare places and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- One of the managers accompanied the inspector on a learning walk. She discussed how the pre-school is organised and the aims of the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- One of the managers and the inspector observed and evaluated an activity together.
- The inspector spoke to the two managers throughout the visit about leadership and management matters. She looked at relevant documents and reviewed evidence of the suitability of staff working in the pre-school.
- Parents shared their views with the inspector.
- The inspector spoke to staff and children at appropriate times 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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