

Inspection of Rainbow Pre-School

Baptist Church Hall, 2 Dukes Avenue, London N10 2PT

Inspection date: 10 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Leaders are committed to giving children, their families and staff the best possible start. They support staff in planning a curriculum that maximises children's progress. Staff focus on creating a home-from-home atmosphere and thoughtfully plan the curriculum and environment. For example, they create cosy spaces through the use of a tent, to foster a calm learning environment. As a result, children are engaged in meaningful learning. Staff encourage children to incorporate their prior knowledge into imaginative play, such as pretending the floor is lava around a volcano.

Children have endless opportunities to explore and discover during activities. For example, they eagerly investigate shape and space while creating their own road layouts. Staff actively encourage children to generate their own ideas and solve problems at every opportunity. For example, when children design road maps, staff prompt them with questions linking to their real-life experiences of roads from outings. This helps children to extend their creativity by adding features, such as zebra crossings. This approach deepens children's understanding and enhances their problem-solving skills and imaginative thinking.

Children's behaviour is good. Staff help children to understand their emotions through stories, puppets and discussions. When disagreements occur, staff sensitively guide children to resolve issues and consider others' feelings. This helps to foster children's emotional intelligence, problem-solving skills and positive relationships.

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

- Leaders have worked to address the previous recommendations by providing additional training and supporting staff to evaluate and enhance the provision for early writing skills. They have introduced a variety of resources to help children to improve their hand-eye coordination and strengthen their hand muscles to effectively support early writing development.
- All children receive strong support overall. Staff collaborate closely with professionals, parents and carers to set targets promptly, ensuring that children make significant progress in their development. Leaders are dedicated to securing funding and resources for children with special educational needs and/or disabilities (SEND). They use additional funding strategically to provide extra support for children from disadvantaged backgrounds, such as participation in smaller group activities led by their key person. This approach helps children to develop new skills and achieve good progress.
- Leaders demonstrate integrity and hold high expectations for everyone. They have a clear understanding of the pre-school's strengths and areas for

improvement. Overall, leaders have established effective processes to support their team in delivering the curriculum and addressing the individual needs of children. However, they have not considered how to support staff to better help children to navigate space during their play. For example, when children take part in indoor physical activity, staff do not consistently support children in developing their spatial awareness. At times, this results in children bumping into one another during their play. This impacts on the engagement and learning of other children and highlights the need for additional guidance and support in this area.

- Parents have high praise for staff and leaders. They highlight the strong key-person relationships and the friendships their children form. Communication is excellent, with parents receiving regular updates. Staff meet frequently with parents to discuss their children's progress and share activities that can support their learning at home.
- Staff gather detailed information about children at the start. They identify any gaps in children's knowledge and provide prompt support, including assessing their language and communication skills. Through observations, they plan activities based on children's interests. This helps children to prepare for the next stages of learning, including school transitions.
- Staff feel well supported by leaders and appreciate being included in the self-evaluation process. They value that leaders consider their input when assessing the effectiveness of the provision, which enables them to contribute to improving outcomes for children.
- Staff provide children with important life skills. Through play, children learn about healthy lifestyles and how to care for their teeth. Staff serve as excellent role models, teaching children respect and how to express their feelings. Children demonstrate outstanding manners, politely asking for help or for a turn.
- Staff engage effectively with children. They join them in their play and introduce new vocabulary. During story time, staff use actions to reinforce key vocabulary from the text. This supports children's language development effectively.
- Staff support children's independence and self-care skills, such as by using visual aids to teach handwashing before mealtimes. This promotes personal hygiene, responsibility and boosts children's confidence in managing daily routines independently.

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:

- support staff to consistently offer guidance to help children to navigate space to develop their spatial awareness during their play.

Setting details

Unique reference number	140447
Local authority	Haringey
Inspection number	10372528
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 4
Total number of places	56
Number of children on roll	50
Name of registered person	Rainbow Playgroup Committee
Registered person unique reference number	RP517505
Telephone number	020 8883 4010
Date of previous inspection	24 April 2019

Information about this early years setting

Rainbow Pre-School registered in 1979 and operates from a church hall in Muswell Hill, in the London Borough of Haringey. The pre-school is open every weekday, during term time, from 9.15am to 12.15pm, with additional afternoon sessions until 3.45pm on Monday, Wednesday and Thursday. It provides government funded childcare. The pre-school employs six members of staff. Of these, one member of staff holds qualified teacher status and five staff hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The manager discussed with the inspector how staff organise and plan the curriculum, environment and experiences for children during a learning walk.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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