

Inspection of The Rainbow Centre (Marham)

Elm Road, Upper Marham, KING'S LYNN, Norfolk PE33 9NF

Inspection date: 14 January 2025

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

What is it like to attend this early years setting?

The provision is good

Children enthusiastically follow their interests. They frequently return to favoured activities and resources, helping them consolidate knowledge and practise the skills they already have. Staff skilfully adapt their own plans to encourage children to develop their thinking skills. For example, children exclaim they have seen a person on the roof of the neighbouring school. Staff take time to facilitate a discussion, encouraging children to consider why someone is on the roof and how they should keep themselves safe.

Children quickly become confident and articulate individuals. Right from the start, staff make eye contact with babies, listen to their babble and respond back. This helps to build a very early understanding of conversation skills. Staff read books to children and re-tell stories using actions and props. Toddlers point to pictures of books, so staff know which story they want to listen to. Staff check children's understanding of some of the more complex words. They encourage children to think about other exciting words they could use to replace more basic adjectives. This contributes to children's good progress through a carefully sequenced curriculum.

Children learn to recognise their own feelings and staff encourage them to think of others. Gentle reminders help children regulate their behaviours, contributing to a generally harmonious environment.

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

- Staff are very nurturing towards young children. They cuddle babies who are settling in, helping them to begin to feel secure in the centre. When toddlers become frustrated, they remain calm and speak calmly and soothingly so children understand the next part of the routine. This helps children to feel safe and be ready to learn.
- Children have a good range of opportunities to develop their physical skills. Young children feel shaving foam and use crayons to form large circles. This helps to strengthen their hand muscles. Babies crawl and toddle over ramps. This contributes to their strengthening core muscles. Children enthusiastically explore the well-planned outdoor space. They follow a track to cycle on and enjoy running up and down a mound. This helps children develop their coordination skills and spatial awareness.
- Staff know children exceptionally well. They take into account the experiences children have at home and use these to build on what children know and understand. In addition, children's emotional well-being is well supported by the receptive staff. For example, they encourage children to seek comfort from 'huggable heroes' when they are feeling upset or insecure.

- Parents speak very highly of the relationships that staff build with their children. They value the input staff have about their child's needs and can see the impact of learning at home. Staff help parents to understand how their children learn by providing events, such as a 'maths café.' This helps to provide continuity of learning for children.
- Children with special educational needs and/or disabilities make good progress. Staff work closely with professionals and outside agencies to help ensure the strategies used to provide care and education are suited to children's individual needs. Regular conversations with parents helps to make sure there is a consistent approach to the way in which children are supported at home and in the centre. This contributes to children feeling safe and secure in the centre.
- There is a good balance between adult-led and children's self-selected play and learning. Staff are receptive to children's inquisitive minds and join in activities to help extend children's learning. Providers have high expectations of both children and staff, contributing to an engaging environment.
- Experienced members of staff model outstanding teaching for other less-experienced staff. Managers further facilitate professional development to help support staff in their roles. However, providers do not always make the best use of an even wider variety of inspirational professional development opportunities to help ensure all staff recognise and deliver the highest quality of education for every child.

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:

- find even more dynamic and inspirational professional development opportunities to help staff recognise and deliver consistently outstanding teaching so that all children make exceptional progress.

Setting details

Unique reference number	EY383623
Local authority	Norfolk
Inspection number	10379458
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	0 to 11
Total number of places	186
Number of children on roll	374
Name of registered person	The Rainbow Centre (Marham)
Registered person unique reference number	RP905171
Telephone number	01760446161
Date of previous inspection	24 May 2019

Information about this early years setting

The Rainbow Centre (Marham) registered in 2009. The centre employs 47 members of childcare staff. Of these, 38 hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The centre opens Monday to Friday, from 7am until 6pm, all year round. It provides funded early education for eligible children.

Information about this inspection

Inspectors

Katrina Rodden
Elke Rockey

Inspection activities

- The inspectors went on a tour of the centre with the manager. They joined learning walks with room leaders and found out about the curriculum.
- The inspectors observed activities in the centre and garden. They spoke to staff, trustees and children at appropriate times throughout the inspection.
- The inspectors viewed a range of documents including the evidence of the suitability of staff, accident and incident records and planning.
- The manager attended a meeting with the inspectors.
- Joint observations were carried out with an inspector and staff.
- Parents spoke to the inspectors and shared their views of the centre. The inspectors took this into consideration in their evaluation of the centre.

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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