

Building Trust and Growth in a Preschool Founded by Young Educational Entrepreneurs: A Case Study of the Little Rainbow Play School, Indore

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Abstract

The establishment and successful management of preschool institutions require strong leadership, community trust, effective human resource management, and innovative educational practices. This case study explores the journey of The Little Rainbow Play School, Indore, from its establishment in December 2023 to its growth as a preschool serving more than 70 students by 2026.

The study examines the major challenges faced during the establishment phase, including parent trust building, teacher recruitment and retention, and enrollment growth. It also documents the strategies adopted to address these challenges through parent engagement, personalized communication, staff development, activity-based learning practices, and educational entrepreneurship.

Parent feedback data indicated a high level of satisfaction with teaching quality, communication, administration, and overall school management. The findings suggest that educational entrepreneurship, effective leadership, and continuous parent-school collaboration play a critical role in the sustainability and growth of preschool institutions. The study provides practical insights for aspiring preschool founders and educational leaders operating in emerging urban communities.

Keywords: Preschool management, Educational entrepreneurship, Parent satisfaction, Early childhood education, School leadership, Case study

Introduction

Early Childhood Education (ECE) plays a critical role in the cognitive, social, emotional, and behavioral development of young children. The success of preschool institutions depends not only on curriculum and teaching practices but also on leadership, parent engagement, organizational management, and community trust.

In India, many newly established preschool institutions face challenges related to enrollment generation, staff recruitment, infrastructure development, and parent confidence. These challenges become more complex when educational institutions are founded by young educational entrepreneurs.

The Little Rainbow Play School was established in **December 2023** in a developing locality near the Super Corridor region of **Indore**. The institution was founded by **two young educational**

entrepreneurs. Geetika Keshav Devkate, Principal and Co-Founder, was 21 years old at the time of establishment, while Mr. Harsh Devkate, Director and Founder, was 23 years old.

The relatively young age of the founders emerged as both a challenge and a distinctive feature of the institution's development journey. Many parents initially expressed concerns regarding leadership experience, management capability, and institutional sustainability. However, through consistent communication, educational commitment, parent engagement, transparency, and quality educational practices, the institution gradually gained the trust and confidence of families.

This study documents the establishment journey, management strategies, growth process, and outcomes of The Little Rainbow Play School from December 2023 to August 2026.

Objectives of the Study

1. To examine the challenges faced during the establishment of The Little Rainbow Play School.
2. To examine the strategies adopted for parent trust building and school development.
3. To examine the role of leadership and educational entrepreneurship in preschool growth.
4. To examine parental satisfaction regarding teaching, communication, administration, and school services.
5. To examine the institutional growth and development journey of the school from 2023 to 2026.

Research Questions

1. What major challenges were faced during the establishment of The Little Rainbow Play School?
2. What strategies contributed to parent trust building and institutional growth?
3. How did leadership and educational entrepreneurship influence school development?
4. What is the level of parental satisfaction regarding school services?
5. What lessons can be learned from the growth journey of the institution?

Review of Literature

Theme 1: Leadership in Early Childhood Education

Leadership has been identified as a critical factor influencing the quality and effectiveness of early childhood education institutions. Stakeholder-based qualitative studies have reported that school leaders perform three interconnected roles: role model, manager, and curriculum mentor. Teachers, parents, and support staff often depend on institutional leadership for guidance and decision-making.

Bush (2013) emphasized that leadership significantly influences children's educational experiences and long-term learning outcomes. Aubrey, Godfrey, and Harris found that flexible and distributed leadership enhances collaboration among teachers, families, and communities. Similarly, Waniganayake, Heikka, and Hujala highlighted the importance of distributed leadership in improving coherence and service integration within early childhood settings.

Blandford's work on the Achievement for All initiative further demonstrated that effective institutions communicate a clear vision and distribute leadership responsibilities among stakeholders to strengthen organizational effectiveness and ownership.

Collectively, these studies suggest that strong, flexible, and collaborative leadership is essential for sustainable preschool development.

Theme 2: Parent Satisfaction in Preschool Education

Fantuzzo et al. (2006) developed the Parent Satisfaction with Educational Experiences (PSEE) Scale and

identified teacher contact, classroom contact, and school contact experiences as key dimensions of parental satisfaction.

Hong et al. (2020) validated the PSEE scale and reported that parents were most satisfied with classroom experiences, followed by teacher interaction and school-level communication.

Bassok et al. (2018) found that parental ratings may not always correspond directly with externally measured indicators of program quality. Prayukvong et al. (2018) highlighted the importance of qualified staff and effective communication in enhancing parental satisfaction. Vasiljević et al. (2016) reported that parents value healthy environments, teacher behavior, and institutional responsiveness.

These studies collectively indicate that communication, teacher quality, learning environment, and parental involvement significantly influence satisfaction levels.

Theme 3: Play-Based Learning and Child Development

Briggs and Hansen (2012) emphasized that play-based learning supports children's social, emotional, behavioral, and cognitive development. Van Oers and Duijkers (2013) reported that play-based curricula contribute positively to vocabulary acquisition and language development.

Hakkarainen and Bredikyte (2010) argued that play-based learning strengthens creativity and executive functioning skills, particularly in inclusive classroom settings. Taylor and Boyer (2020) further highlighted that play-based learning provides a child-centered approach that balances academic expectations with developmental appropriateness.

The literature consistently supports play-based learning as an effective strategy for holistic child development.

Theme 4: Educational Entrepreneurship and Innovation

Levin (2006) argued that educational innovation often encounters resistance due to institutional culture and deeply embedded organizational structures. Lackéus (2015) highlighted that educational entrepreneurship promotes innovation, student engagement, and institutional growth.

Lăcătuș and Stăiculescu (2016) introduced the concept of "Edupreneurs," describing educational leaders who create innovative solutions to contemporary educational challenges through technology, creativity, and organizational innovation.

The literature suggests that educational entrepreneurship is essential for establishing sustainable and innovative educational institutions in changing educational environments.

Methodology

Research Design

Qualitative Case Study

Case Selected

The Little Rainbow Play School, Indore

Data Sources

Institutional records

Enrollment records

Parent feedback forms

Google reviews

Administrative records

Founder observations and reflections

School event documentation

School photographs and activity records

Period of Study

December 2023 – August 2026

Method of Analysis

Descriptive analysis, thematic analysis, and basic quantitative analysis of parent feedback ratings.

Institutional Profile

Particular	Details
School Name	The Little Rainbow Play School
Location	U Shri Krishna Vatika, Opposite Tirumala Town, Near Super Corridor, Indore
Establishment	December 2023
Campus Size	Approximately 6500 sq. ft
Current Enrolment	70+ Students
Teaching Staff	6 Teachers
Supporting Staff	4 Staff Members

Institutional Growth Timeline

Period Enrollment

January 2024	1 Student
March 2024	Approximately 10 Students
December 2024	Approximately 38–40 Students
August 2026	70+ Students

Current Student Distribution

Class	Number of Students
Pre-Nursery	15
Nursery	27
KG-1	13
KG-2	15
Grade 1	1
Total	71

Staff Growth Timeline

Period Staff Strength

Initial Stage	2 Teachers
Session 2024–25	4 Teachers + 3 supporting staff
Session 2026	6 Teachers + 4 Support Staff

Findings and Discussion

Challenge 1: Parent Trust Building

The most significant challenge during the initial phase was building parental trust. Due to the founders'

young age (21 and 23 years), many parents initially questioned their leadership capability and educational experience.

Parent orientation programs, one-to-one interactions, transparent communication, and consistent educational delivery gradually strengthened parent confidence.

Challenge 2: Teacher Recruitment and Retention

Recruitment was difficult because the school was located in a developing area where teacher availability was limited. Staff turnover during the initial months created operational challenges.

The institution addressed this issue through active recruitment efforts, networking, teacher support, and continuous professional development.

Challenge 3: Enrollment Growth

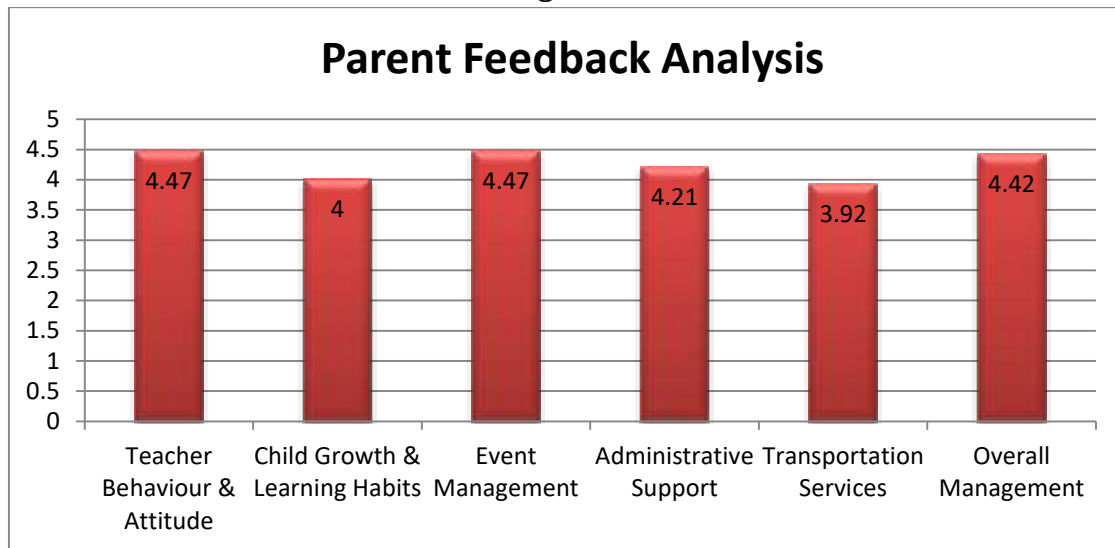
Enrollment growth required significant community engagement, promotional activities, word-of-mouth referrals, parent interaction, and visibility-building efforts.

The school successfully increased enrollment from one student in January 2024 to more than seventy students by August 2026.

Parent Satisfaction Findings

The findings indicate a high level of parental satisfaction with teaching quality, communication, event management, and administrative support. Transportation services received comparatively lower ratings, indicating an area for future improvement.

Figure 1



Enrollment Growth Trend (Line Graph)

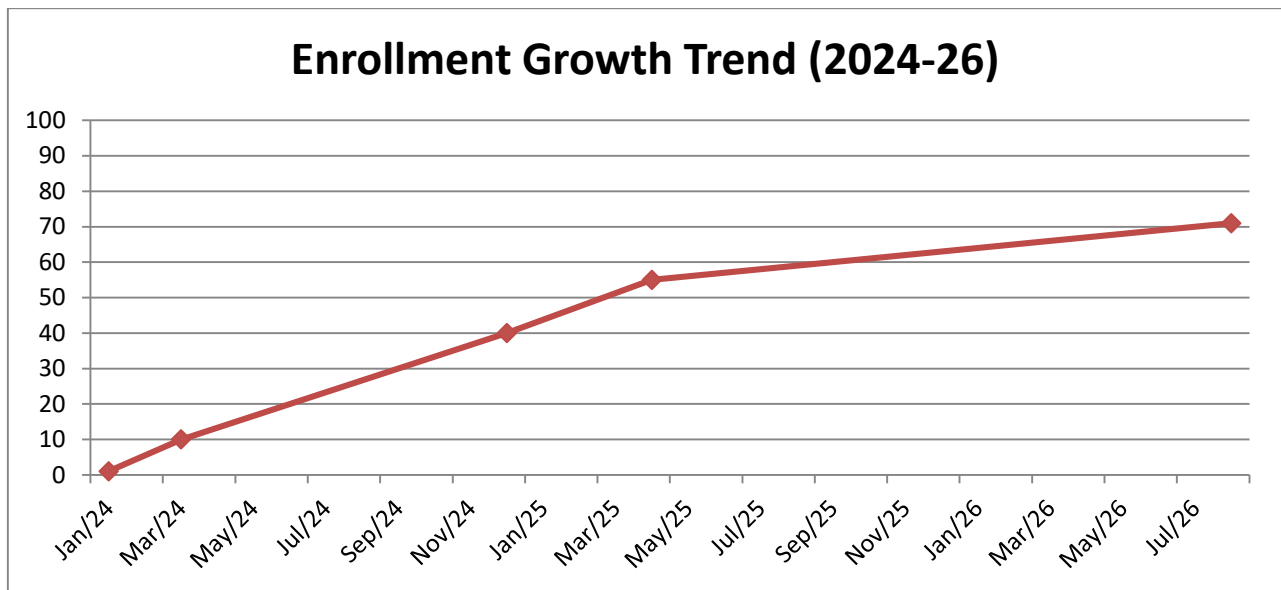
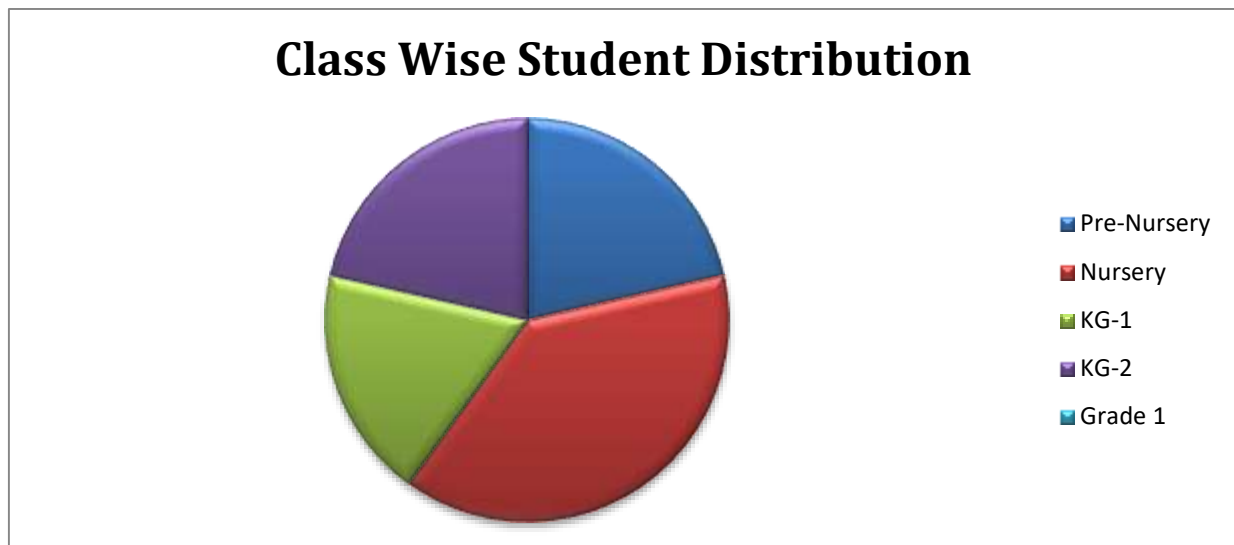


Figure 2

Class-wise Student Distribution



Unique Contribution of the Study

Unlike many studies focusing on established preschool institutions, this case study documents the establishment and growth of a preschool founded by two young educational entrepreneurs **aged 21 and 23 years** in a developing urban locality.

The findings demonstrate that age-related credibility challenges can be successfully addressed through educational competence, transparent communication, community engagement, and consistent service quality. The study therefore contributes to the emerging literature on educational entrepreneurship, youth leadership, and preschool management.

Conclusion

The case study demonstrates that successful preschool establishment requires strong leadership, parent engagement, educational innovation, and continuous organizational development.

Despite challenges related to founder age, staffing, and enrollment generation, The Little Rainbow Play School achieved substantial growth within a relatively short period. The institution successfully progressed from a newly established preschool with a single enrolled student to a school serving more than seventy students.

The findings suggest that trust-based relationships with parents, activity-based learning practices, distributed leadership, and educational entrepreneurship significantly contribute to institutional growth and sustainability.

The study may serve as a practical reference for emerging preschool founders, educational entrepreneurs, and school leaders working in developing educational contexts.

Limitations of the Study

1. The study is limited to a single preschool institution.
2. Findings may not be generalizable to all educational settings.
3. Parent feedback data were collected from a limited sample.
4. The study primarily relies on institutional records and participant feedback.

Recommendations

1. Strengthen transportation safety and monitoring systems.
2. Increase parent participation in school activities.
3. Expand teacher professional development initiatives.
4. Continue systematic feedback collection and analysis.
5. Explore institutional expansion and preschool branding opportunities.
6. Develop long-term quality assurance and evaluation mechanisms.

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