

Inspection of Rainbow Nursery

22-26 Nevill Road, Yorkshire Grove Estate, Stoke Newington, London N16 8SP

Inspection date:

17 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children form exceptionally close bonds with staff, who are calm and nurturing. Staff anticipate the needs of children extremely well and they show warmth and understanding during their interactions. Children display a positive can-do attitude. They are highly motivated, independent and confident. Children are extremely keen to learn and they show great excitement and enthusiasm. For example, during a music activity, babies were fully engaged as they learned to move their body, used different instruments and made lots of sounds and babble. Older children demonstrate an excellent understanding when following complex instructions. They listen attentively and take appropriate actions. Children learn about their body. For instance, staff make excellent use of children's physical play to make them aware of their heart and to feel their heartbeat. Children thoroughly enjoy story time. Staff's skilful teaching, positive interactions and use of props bring characters in the book to life and capture the children's imagination. Staff challenge children's thinking and support their problem-solving skills. Leaders and staff have exceptionally high expectations of children's behaviour and teach them to value and respect each other. All children behave very well. They cooperate and ensure others get to play. Older children demonstrated an excellent understanding of rules during competitive play.

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

- Leaders are inspirational and they strive to maintain an outstanding practice. They work very closely with staff to evaluate provision at the nursery. Leaders frequently consider children's views and parents' feedback when reviewing their policies and developing the curriculum.
- Play opportunities are inspirational and they help children to become lifelong learners. Leaders bring together academic research and their observations of children to provide an exceptional environment that fully supports children's learning needs.
- Staff are well qualified, experienced and committed. They ensure activities are coherently planned and implemented around individual children's needs and interests. Interventions and targets are excellent for children with special educational needs and/or disabilities. As a result, all children make rapid progress in their learning and development. For instance, older children learn to write letters and numbers extremely well.
- Younger children explore and experiment with sensory materials extremely well. They use them purposefully to build further on their development, in particular their language, physical and personal skills. Older children enjoy designing, constructing and connecting structures of different size and shape.
- Staff support and extend children's communication and language skills exceptionally well. They teach younger children new words and use signing to

build strong foundations for listening and speaking. Older children learn the meaning of complex words and they share their opinions during discussions.

- Staff provide excellent opportunities to teach children about people and the world. For example, children enjoyed listening to stories about the adventures of Paddington Bear visiting places around the world. This made them aware of different food, clothes and festivals on Paddington's journey. Staff provide opportunities for children to learn about and care for living things.
- Children's behaviour is excellent. They learn to accept one another's ideas and to listen. For example, during circle time, they talk about their feelings, how others feel and reasons for change in their emotions. Children are learning to regulate their own behaviour and to independently handle any differences.
- Children learn about healthy lifestyles. They enjoy plenty of physical activities and they learn that exercise and movement make their heart and bones strong. Children willingly eat healthy food and drink water to keep hydrated. They also learn to care for their teeth.
- Parents' personal stories about the nursery highlight their strong partnerships and the positive experiences that children receive. Parents know what their children are learning and how to extend their learning at home. They praise staff for providing excellent learning opportunities for children. These include trips to the local library and forest school, and extra activities such as French and yoga.
- Highly effective coaching, guidance and development opportunities are in place to maintain high-quality teaching and learning. Leaders and staff work closely to disseminate information and to share outstanding practice. Staff say that they are happy and they implement their responsibilities confidently.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are well trained and highly vigilant. They act swiftly and persistently to promote children's safety. Leaders ensure staff have an excellent knowledge of safeguarding, including child protection and wider safeguarding issues such as extremism. Staff know how to record and report any concerns about children's welfare. Leaders work closely with other professionals to ensure consistency in care and support with early help. They implement robust recruitment and induction procedures for all new staff to ensure their suitability to be with children. Staff thoroughly and consistently risk assess the environment and activities to promote children's safety. They support children's growing understanding of how to keep safe extremely well, including when using technology.

Setting details

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| Unique reference number | 144636 |
| Local authority | Hackney |
| Inspection number | 10137941 |
| 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 | 0 to 4 |
| Total number of places | 47 |
| Number of children on roll | 47 |
| Name of registered person | Rainbow Community Nursery |
| Registered person unique reference number | RP905012 |
| Telephone number | 0207 2547930 |
| Date of previous inspection | 23 March 2016 |

Information about this early years setting

Rainbow Nursery registered in 1973. It is situated in Stoke Newington, in the London Borough of Hackney. The nursery operates Monday to Friday, from 8am until 6pm, throughout most of the year. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 22 staff, including the manager. Of these, one holds a childcare qualification at level 7, five hold childcare qualifications at level 6 and 16 staff are qualified at level 4, level 3 and level 2.

Information about this inspection

Inspector

Martina Mullings

Inspection activities

- A learning walk was undertaken by the inspector with the manager to discuss the organisation, aims and rationale for activities.
- The inspector observed the quality of teaching in playrooms and the outside play area, and conducted joint observations with the manager.
- The inspector held discussions with staff about their roles, and assessed their understanding of the requirements of the early years foundation stage.
- The inspector took account of children's and parents' views during the inspection.
- The inspector checked relevant documentation, including staff recruitment records, paediatric first-aid training certificates and records of attendance.

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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