

# Inspection of Little Rainbow Nursery Ltd

379-381 High Street, London E15 4QZ

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Inspection date: 6 July 2021

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

### **The provision is good**

Children enjoy coming to this nursery. Staff greet them warmly at the door each morning. Staff take the time to talk to each parent when children arrive. This means that the transition between home and nursery is easy for children.

Parents talk positively about the warm relationships that their children have formed with staff. They value the daily verbal communication from staff, as well as regular written reports and newsletters. This keeps them updated on their child's progress.

Staff respond well to babies when they communicate their needs. For instance, when babies point to water, staff give this to them quickly as they use key words. This supports babies to develop their communication skills and to feel secure. Staff speak positively and warmly to the children. They give them 'high fives' and lots of praise throughout the day. Children respond to this praise proudly, with big smiles.

Throughout the day, children are busy and active. They behave very well, due to the wide range of enjoyable activities on offer that engage and interest the children. Children benefit from the nursery's focus on 'loose-parts play'. They develop their small-muscle and problem-solving skills as they plan creatively how to manipulate the small parts.

Staff make use of resources in the local community, such as play areas and libraries. These outings support children's physical development and their understanding of the local area.

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

- Leaders work well as a team. They evaluate the nursery and discuss ideas together for further improvement. Since the last inspection, leaders have thought carefully about the layout of the nursery. They make good use of the available space. This allows children to have plenty of room to play and explore in an inviting and interesting environment.
- Leaders offer a rich variety of training opportunities for staff, based on their interests or the needs of the children. Following training, staff share what they have learned with the rest of the team. This enables all staff to continue to develop their practice and learn the skills to support the children well.
- Staff get down to children's level and model language well. For instance, staff play with colourful shaving foam with the children. Children enjoy pretending to make 'ice-cream cones' with the foam. Staff build on this idea and exclaim that they have made a 'colourful ice-cream cone'. This supports children to develop their communication and language.
- Each staff member takes responsibility for planning learning activities for a

particular group of children. They can explain what each child is able to do and what they need to do next. Staff use this knowledge to plan activities that support children to make progress. For instance, during the inspection, a child found it challenging to compare the sizes of animals using a sentence. To help the child, a staff member modelled how to do this several times. The child was then able to say, 'the bear is bigger than the lion'.

- Staff are good role models, and speak politely and respectfully to each other. This means that children learn to be caring and kind towards each other. For example, if a baby is crying, other children show empathy and gently stroke the baby's head. Children play very well together. They take turns being the doctor and the patient in the role play area, or using the rolling pin during play dough activities.
- Staff support children to develop their independence very well. Babies learn to drink from open cups. Toddlers and pre-schoolers learn to use a knife safely to cut fruit. Children of all levels persevere when something is challenging, until they have succeeded in achieving their goal. Every child in the toddler and pre-school room has the opportunity to be a helper as they set up for lunch. This is a task that children take great pride in undertaking by themselves. Staff support the helpers by asking them questions such as, 'what's missing on this table?' This helps the children to develop their problem-solving skills.
- Where children speak other languages besides English, some staff do not know the child's home language. This means that they cannot use this information to improve some children's communication skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access, if necessary. Staff know what to do if they have a concern about the behaviour or actions of another member of staff. Leaders have a good understanding of safeguarding procedures and know where to go for further support, if necessary. Leaders use effective systems to recruit staff and ensure their ongoing suitability.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- Ensure that staff know the languages that children or families speak. Leaders should consider how to use this information to support these children in their communication and language development.

## Setting details

<b>Unique reference number</b>	EY478118
<b>Local authority</b>	Newham
<b>Inspection number</b>	10132871
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Little Rainbow Nursery Ltd
<b>Registered person unique reference number</b>	RP902390
<b>Telephone number</b>	020 8519 4044
<b>Date of previous inspection</b>	20 November 2019

## Information about this early years setting

Little Rainbow Nursery Ltd registered in 2014. The nursery is open from Monday to Friday, from 8am to 6pm, all year round, closing for one week over the Christmas period. The provider employs 16 members of staff. Of these, 12 work directly with the children; seven hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector undertook a learning walk together and discussed the curriculum.
- The inspector carried out joint observations of group activities with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- Documentation was reviewed and a discussion was held with the manager about it.

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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