

Inspection of Rainbows

11 Bravington Road, LONDON W9 3AB

Inspection date:

26 August 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Arrangements for the leadership and management of the setting are not safe and place children at risk of harm. The provider does not have an adequate understanding of the roles and responsibilities they are accountable for. This means that some of the registration requirements to keep children safe are not being met.

The provider has failed to notify Ofsted of significant events, such as a change to the name of the nursery and several changes in managers. In addition, there has been no manager in place since May 2021. The provider has not taken appropriate or effective action to address known safeguarding concerns. Safeguarding procedures have not been followed. This has seriously compromised the welfare and safety of children.

There is an incoherent management structure. Staff are unclear about lines of management accountability, which are ineffective. The arrangements in place to support staff are not adequate. Those deployed to take charge do not have an effective overview of the setting, nor do they have an adequate understanding of their roles and responsibilities. Leaders do not support staff to manage their workload, leaving them over-stretched and burdened. Leaders leave children in the care of new and agency staff, who do not know individual children's needs. This places children at risk of harm.

Planning of the curriculum is ineffective. Although senior staff have some awareness about how children learn, this does not transpire into practice. This is because staff do not know individual children, including those with additional needs, well enough to build on their abilities, knowledge and skills.

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

- Children learn about good hygiene, such as washing their hands when they arrive. Some parents report that they receive information at collection time about their children's care routines. However, others say that the lack of routines, consistency and familiarity of adults has a detrimental impact on their children's learning and progress. Children's plans to support their health and education are not consistently followed in the nursery. This impacts on the learning and development of those children that need additional help to achieve to the best of their potential.
- Induction and supervision arrangements for staff are not effective. The provider has failed to monitor the effectiveness of senior staff, including the designated safeguarding lead, that are employed to lead and support the setting. Leaders do not manage staff in a supportive way to ensure they have realistic workloads.

For example, agency staff work with children with challenging and complex needs with only a 30 minute break in the day. There is no monitoring of the quality of education or how staff promote children's learning and progress. The lack of support, monitoring or awareness from senior leaders further places children at serious risk of harm.

- The key-person system is ineffective. There are insufficient familiar adults who know and can meet children's individual needs. In the baby room, children become unsettled, as staff leave children in the care of unfamiliar adults who come in to provide temporary cover. This compromises children's emotional well-being. Some children get into disputes and do not learn to regulate their behaviour, as staff do not use effective behaviour management strategies to help them manage their emotions and actions.
- Children who speak different home languages are not supported to acquire English effectively. Although children enjoy joining in nursery rhymes and staff sit alongside them during some activities, they do not model words, phrases or actions to help them extend and build their vocabulary.
- Babies access sparsely and inappropriately resourced areas. Children with additional needs are left for the most part of the morning watching cartoons on an electronic tablet. Some older children join in spontaneous activities, where they enjoy washing a large toy car with soap and sponges. They use their large and small motor skills, as they reach up, bend down, stretch across and squeeze the sponges. Other children wander and flit around the nursery and are not engaged in purposeful play. Staff supervise children, but any learning that takes place is mostly incidental. However, older children do learn to manage their emerging personal care routines, such as going to the toilet and washing their hands.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have failed to safeguard children. The deployed designated safeguarding lead for the organisation and senior staff in the setting have a poor knowledge of safeguarding children. They do not have an understanding of the correct safeguarding procedures to follow if allegations are made against staff and have not worked with other agencies effectively to protect children's welfare. There are no clear lines of accountability for staff, including for agency staff, who do not know who the setting's designated safeguarding lead is or what to do if they have concerns about the welfare of children in their care. Procedures for vetting visitors are not followed or appropriately monitored. Appropriate recruitment procedures are in place and children access an environment that is free of hazards.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
train staff, including agency staff, to understand and implement the safeguarding policy and procedures and make sure all staff are aware of who is designated to take the lead in safeguarding matters so that they can report any concerns about child protection swiftly	17/09/2021
train the designated safeguarding lead to understand and implement the safeguarding policy and procedures, including notifying agencies with statutory responsibilities without delay	17/09/2021
ensure that leaders gain a knowledge and understanding of the early years foundation stage requirements for their role as the nominated person	17/09/2021
ensure that leaders and managers gain a knowledge and understanding about the requirements for when notification needs to be made to Ofsted	17/09/2021
put appropriate arrangements in place to support all staff, including agency staff, to fulfil their roles and responsibilities effectively, including using effective behaviour management strategies	17/09/2021
deploy staff, including managers and leaders, effectively to ensure there is a suitably qualified and experienced manager in place for the safe management and oversight of the setting	17/09/2021
implement an effective key-person system so that key persons understand and support the needs of all the children at the setting and build relationships with parents to promote continuity of care and learning	17/09/2021

ensure agreed procedures for visitors to sign in and out of the setting are followed at all times	17/09/2021
keep parents informed about their children's learning and progress.	17/09/2021

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the curriculum planning and delivery to support children to regulate their behaviour and develop their communication and language skills, including children who speak English as an additional language	15/10/2021
make sure children have access to a broad curriculum so they can acquire the knowledge and skills they need to help them become successful learners.	15/10/2021

Setting details

Unique reference number	153571
Local authority	Westminster
Inspection number	10205519
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	1 to 4
Total number of places	26
Number of children on roll	41
Name of registered person	Learning Disability Network London Limited
Registered person unique reference number	RP901713
Telephone number	020 8968 2690
Date of previous inspection	24 January 2017

Information about this early years setting

Rainbows registered in 1999. The nursery is situated in the City of Westminster. It integrates additional provision and services for children who have special educational needs and/or disabilities. The nursery operates weekdays between 8am and 6pm for 50 weeks of the year, excluding public holidays. There are five staff with relevant qualifications, ranging from levels 2 to 6 and one who is unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Seema Parmar

Inspection activities

- This was the first routine inspection the provider 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 inspector spoke to staff about their roles and responsibilities and how they support children's learning.
- The inspector observed staff interactions with the children indoors and outdoors, and held discussions with them at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector conducted a learning walk with senior staff of the setting.
- The inspector held discussions with the regional director and senior staff about nursery practices and procedures.
- This inspection was carried out following Ofsted's risk assessment process.

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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