

Inspection of Rainbow Smiles Ltd

117 Rosendale Road, LONDON SE21 8HE

Inspection date: 9 December 2021

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

The provision is good

Children arrive happy and settle quickly into the routines of the nursery as the friendly staff warmly greet them. Staff know the children well and develop warm and caring relationships with them. They are kind and reassuring. Children cuddle up to staff when they need comfort. Staff use calm singing to help settle restless babies. Children are happy; they confidently talk to visitors and invite them to join in with their play and show them around the environment.

Staff communicate well with children in a variety of ways. For example, they role model language well, repeat key words, use visual cues, and successfully introduce signing while singing nursery rhymes. Children behave well and staff teach them the importance of being respectful to others. This develops children's self-esteem as they understand that they are valued, and their contributions are essential. Older children say 'please' and 'thank you'. They welcome children into their ongoing play, happily sharing resources.

Children with special educational needs and/or disabilities (SEND) receive good attention and support to thrive and meet their next steps. The manager and staff know them well and help them successfully to achieve. They work closely with parents and other professionals so that they are clear about specific next steps and their role in supporting the children. Staff use 'tidy up' to signal to young children that there is a change in the routine. Children understand this means it is time to put things away. They learn how to maintain and look after the nursery resources.

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

- Staff are considerate and inclusive in their practice and place a strong emphasis on supporting children with SEND. They work in close partnerships with a wide range of other professionals to put plans in place to support children to reach their full potential. For example, the manager funds speech and language and occupational therapists to come into the nursery to support children and staff.
- Staff highly value their partnerships with parents. For example, during the COVID-19 pandemic, they maintained regular contact with families to check on their welfare and help support children's learning at home.
- The provider has introduced new ways to communicate with parents and include them in their children's learning. Parents receive daily feedback about their child's care and learning via an online app. The manager spends time with prospective parents via an online link to learn more about children and their families. This approach supports children's emotional well-being as staff and parents can focus on children settling in rather than completing paperwork.
- The manager has a clear vision, and this drives the nursery forward. He reflects on areas of strength and areas for improvement. This means he is effective in

matching the needs of the setting with the training needs of staff.

- Staff plan activities to promote children's physical skills in preparation for early mark making. For example, the children enjoy exploring with cornflour and sponge painting. Children are very friendly and confident. They take pride in their achievements, such as when successfully drawing shapes and pictures. They respond positively to the praise that staff give them and know that their efforts are valued.
- Staff mostly use effective questioning when communicating with children. However, they do not use opportunities as well to extend children's learning during some routine activities. For example, they do not consistently expand children's conversations during lunchtimes or offer children opportunities to independently use utensils and cutlery.

Safeguarding

The arrangements for safeguarding are effective.

The setting's policies and procedures are very robust this helps to ensure staff have an expert awareness and understanding of how to identify when a child may be at risk of harm. Staff know exactly what action they must take if they are concerned for the welfare of a child. Staff regularly complete quizzes to deepen their awareness of wider safeguarding issues even further. The provider follows rigorous procedures to check staff's initial and ongoing suitability to work with children, such as references, DBS and supervisions.

What does the setting need to do to improve?

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

- encourage staff to use routines, such as lunchtimes, to interact with children to promote their communication and language skills and to encourage their independence and self-help skills.

Setting details

Unique reference number	EY366613
Local authority	Lambeth
Inspection number	10214258
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 4
Total number of places	53
Number of children on roll	49
Name of registered person	Rainbow Smiles Ltd
Registered person unique reference number	RP903477
Telephone number	0208 655 7000
Date of previous inspection	29 November 2016

Information about this early years setting

Rainbow Smiles Day Nursery registered in 2008. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are 20 staff and, of these, three hold qualified teacher status and 12 hold relevant early years qualifications from level 2 to level 6.

Information about this inspection

Inspector
Lynne Kelly

Inspection activities

- This was the first routine inspection that the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation.
- The inspector and the nursery manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interaction with the children, both inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager. She considered relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke with a number of staff and children at appropriate times during the inspection.

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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