

Inspection of Rainbow Gems Daycare

Flash Musicals, Methuen Road, Edgware, Middlesex HA8 6EZ

Inspection date: 6 May 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised in this setting, as leaders' understanding of safeguarding is inadequate. Children do not always experience nurturing and supportive relationships with staff. While some staff do their best to build positive relationships with all children, others pay little time and attention to their key-children's needs. Children with special educational needs and/or disabilities (SEND) do not receive sensitive and effective support to help them communicate and take part in learning. Most-able children are not sufficiently challenged to build on what they already know. Consequently, children do not make good enough progress.

Expectations for children are not high enough. Managers are included in staff ratios but rarely engage with children to support their play. Other staff are more enthusiastic. However, they lack the skills to teach children effectively. Despite this, children respond positively to adult interactions and show that they are eager to learn. For instance, older children pay attention to stories and join in enthusiastically with songs. Children confidently lead their own play and share ideas with their friends. For example, children worked cooperatively to create a 'volcano' using large construction pieces. They displayed imagination as they explained it was filled with lava and would explode.

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

- Leaders do not fulfil their responsibilities to safeguard children. They do not robustly check the suitability of staff. On the day of the inspection, leaders were unable to demonstrate that all staff have had the required Disclosure and Barring Service checks. Potentially unvetted staff were left in sole charge of children. Additionally, the manager, who is also the designated safeguarding lead, does not know the correct procedures to follow if there is an allegation or concern about staff. This puts children at risk.
- The manager does not ensure that staff follow the correct procedures for administering medicines. Although parents have provided medicines in case children suffer an allergic reaction, staff have not gained the written information and consent required to give these to children. This compromises children's safety.
- The manager describes a clear curriculum intent but this is not reflected in the poor-quality practice. For example, she says that staff want children to develop a love of books. However, staff give little thought to the books that they choose for children. During story times, younger children and those who speak English as an additional language are unable to maintain their focus, as stories are too long or complex. Therefore, instead of being an exciting opportunity to learn, story time becomes something to endure.
- The systems for staff supervision and training are weak. Managers are poor role

models, therefore, staff are not motivated to aim for a high standard of practice. Nonetheless, staff say that they enjoy working in the nursery and have good relationships with other members of the team.

- The key-person system does not provide effective support for children's educational and care needs. Although staff have a general understanding of their key children's interests and abilities, they lack the knowledge of how to build on these. For instance, staff use limited language with children and rarely engage them in meaningful discussions. Therefore, while children who speak English as an additional language make some progress, this is not as rapid as it should be.
- Children with SEND and those receiving funding do not have appropriate interventions to address gaps in their learning. For example, the manager states that staff provide one-to-one support and use picture cards to aid communication. However, in practice children are left to play alone for long periods and given little help to understand the daily routines. Children, sometimes, appear confused or distressed and this goes unnoticed by staff, who do not recognise their attempts to communicate.
- Despite the weaknesses in teaching, children make the most of the available opportunities to play. They like being outdoors and enjoy imaginary role play with their peers. Staff remind children of the behavioural boundaries and how to stay safe. Children, generally, behave well and develop good friendships.
- Parents express their satisfaction with the nursery. They say the staff are nice and their children enjoy attending.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety is not assured. Managers and staff complete safeguarding and paediatric first-aid training. They know how to identify signs of abuse and neglect in children. The manager knows how to report concerns about children's welfare. However, she does not have a secure overall understanding of safeguarding procedures. Staff complete daily checks of the nursery premises to identify and minimise any hazards.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement robust recruitment procedures, including the required Disclosure and Barring Service checks, to help ensure that staff are suitable	27/06/2022
ensure that staff with designated safeguarding roles know the procedures for dealing with concerns and allegations about adults working with children	27/06/2022
implement a safe and effective procedure for administering medicines to children, to include obtaining written information and consent from parents	27/06/2022
introduce a broad and ambitious curriculum for children, which ignites their interests and builds on what they already know and can do	11/07/2022
improve the supervision, coaching and training for managers and staff, to swiftly identify and address weaknesses and achieve a consistently good quality of practice	11/07/2022
strengthen the key-person system, to provide all children with individualised care and learning to meet their needs	27/06/2022
improve arrangements to support children with SEND, to ensure they receive well-targeted support for their learning and development.	27/06/2022

Setting details

Unique reference number	EY563452
Local authority	Harrow
Inspection number	10226530
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	2 to 4
Total number of places	34
Number of children on roll	22
Name of registered person	Khan, Shreen
Registered person unique reference number	RP563451
Telephone number	07878776099
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Gems Daycare registered in 2018. It is located in Edgware in the London Borough of Harrow. The nursery is open from 8am to 6pm, Monday to Friday, throughout most of the year. It offers funded early education for children aged two, three and four years. Four staff are employed to work with the children. Of these, three have childcare qualifications. The manager holds a level 5 childcare qualification and the other staff are qualified at level 2 or 3.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received, since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The manager showed the inspector around the nursery premises, she explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The provider and manager met with the inspector to discuss leadership issues, such as the recruitment, training and support for staff.
- The inspector reviewed a sample of documents, including the nursery's safeguarding policies and staff paediatric first-aid certificates.

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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