

Inspection of Rainbow Angels Nurseries & Learning Centres

St Annes Church Hall, 52 Underwood Road, London E1 5AW

Inspection date: 22 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and separate from their carers with ease. They are greeted in the garden by staff who know them well. As a result, children are confident and comfortable in the environment, and access the resources available to them.

Children enjoy playing outdoors and staff join them. Children follow instructions and learn new skills. Staff encourage them to move their bodies in different ways, for example by jumping, skipping and throwing. This supports children's gross motor skills. All children have the opportunity to take part in extracurricular activities such as football, tennis and ballet. Babies enjoy sensory experiences. They know that some of the books available to them contain different textures as they feel the pages with their fingertips. Babies join in with action songs and rhymes. For example, they hold farm animals and make sounds in excitement when staff sing the song 'Old MacDonald'. This supports their language and communication.

Children behave well and are familiar with the rules and routines. Staff support children to share and take turns with their peers. For example, they help children to solve minor conflicts and give them time and space to regulate their feelings. As a result, children are kind and caring to each other and learn to manage their own behaviour.

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

- Leaders and managers have a clear vision and show great passion to give children the best start in their learning. The leadership team is reflective and strives for improvement. Leaders recognise the importance of continual staff development and have provided regular training to enhance staff's skills. For example, staff recently attended training on caring for babies. As a result, they feel more confident and this has enabled them to support babies' development effectively.
- Children take part in educational visits, helping them to develop their knowledge of the wider community and the world around them. For example, they go on trips to the local park, farm and library.
- Staff expertly support children with special educational needs and/or disabilities. For example, they use signs and communication boards to support children's communication and language. Staff work in partnership with parents and a range of outside agencies to ensure that the children receive tailored support to meet their needs. Together, they set individual targets and these are reviewed regularly to ensure that all children make good progress.
- Staff provide many opportunities to help promote children's communication and

language skills, overall. They introduce new vocabulary and children use new words in play and exploration. For example, children name mini-beasts while exploring them with magnifying glasses. On occasion, staff do not always give children enough time to respond to questions. This does not help children to extend their language and engage in back-and-forth conversations.

- All children enjoy listening to stories and respond to what they see and hear. Staff use diverse resources to bring stories to life. For example, while reading 'Handa's Surprise', children explored the sounds of African drums and had a go at trying on traditional clothes. They remembered some of the names of the animals in the story. This supports children's early literacy skills.
- Staff plan exciting activities based on the children's interests and what they want children to learn next. However, occasionally, the learning intention is not clear. Staff move quickly from topic to topic and, sometimes, the key learning intention is lost.
- Children develop their independence and self-help skills as they help to pour their own drinks and serve themselves at snack time. Staff encourage children to help with setting the table for mealtimes. They help babies learn to walk by holding their hands and taking them on regular walks.
- Parents speak very highly of the setting and are extremely happy with the support they receive. Leaders and staff work closely with parents and are available to talk to at drop-off and pick-up times. There is a good level of communication between staff and the parents via online systems, parents' meetings and termly reports. Parents said that they felt confident to speak to the manager or director if they had any concerns and shared that the staff always respond quickly. They have received support from the staff with sleep, toilet training and bottle feeding.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers provide a safe and secure environment for children to play and learn. They complete daily risk assessments of the environment. Leaders and staff have a good understanding of how to recognise concerns that may suggest a child is at risk of harm, and how to respond to this information. The staff are aware of wider safeguarding issues such as the 'Prevent' duty and female genital mutilation. All staff have completed safeguarding training and take part in regular quizzes and discussions. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- enhance staff's modelling of language and questioning techniques, to further

extend children's thinking and communication skills, particularly for older children.

- strengthen the planning and implementation for some adult led activities, to further build on what children know and can do.

Setting details

Unique reference number	EY553234
Local authority	Tower Hamlets
Inspection number	10175143
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	75
Number of children on roll	74
Name of registered person	Rainbow Angels Nurseries & Learning Centres Ltd
Registered person unique reference number	RP553233
Telephone number	07852257235
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Angels Nurseries & Learning Centres registered in 2018. It is operated by Rainbow Angels Nurseries & Learning Centres Ltd. This setting is situated in Whitechapel, in the London Borough of Tower Hamlets. It provides both full-time and part-time sessions each weekday from 7am to 7pm. The setting currently employs 17 members of staff, including the manager.

Information about this inspection

Inspector

Lindsey Foster

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- A meeting was held with the leadership team to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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