

# Inspection of Rainbow Gems Daycare

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

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Inspection date: 7 November 2022

<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 their time at this well-organised, inclusive nursery. Staff thoughtfully prepare the learning environment with a good range of activities. As children arrive, they happily separate from their parents and begin playing and exploring.

The manager and staff have planned a well-balanced curriculum. They give children sufficient time to focus on each topic. This allows children to remember more of what they are learning. For example, at the time of inspection, children were learning to name and recognise an impressive amount of 2D shapes. Afterwards, they learned to use what they knew to recognise those shapes in everyday objects in the environment.

Staff sit and play with children. They are kind and nurturing and value children as individuals. Children are listened to at all times. This makes them comfortable and able to assert their own preferences for play. Children willingly help tidy up and learn to share the toys with their peers. Staff promote children's early language well. They consistently narrate and describe actions and objects for children. At every opportunity, they emphasise key vocabulary for children to copy and master. Children learn to speak well using short phrases. They confidently speak about objects, describing their colour and shape.

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

- The manager has made significant improvements since the last inspection. She has ensured staff complete safeguarding training. All staff demonstrate they have a full understanding of their safeguarding roles and responsibilities. She has strengthened the curriculum and key-person system. The manager has ensured staff know the learning intentions for individual children.
- Support for children with additional needs is strong. The key-person system is effective. Staff gather all the necessary information about children's interests and starting points from parents. Any strategies used with children are agreed and shared with parents. The nursery manager, who is also the special educational needs coordinator, ensures children receive targeted support. All children make the best possible progress.
- Staff understand how to teach children and know what they want them to learn next. They provide a good balance of free-play activities and adult-guided experiences. They make the most of their interactions to challenge children and fully extend their learning. For example, children eagerly modify their constructions further after staff show them images in books. Outdoors, staff promote good physical coordination as children are encouraged to throw rings onto pegs and play skittles.
- Children confidently explore and play across the entire indoor environment. Staff

model positive interactions well for children. Children with short attention spans receive good support. Staff sensitively choose appropriate moments to engage with them individually. This helps them gradually build their concentration and get the most out of activities.

- Overall, children listen to staff and follow their instructions well. They organise their own belongings responsibly. At times, some children engage in activity that is unsafe. Although staff remind children of the rules when this happens, they do not offer explanations. This does not support children to develop an understanding of why some of their actions are unsafe.
- The manager has attended signing training. She has shared her knowledge with her team. Staff use visual aids well to help children understand the routines and what happens next. Children respond positively to these communication aids and manage transitions in the daily routine well. When children become upset, staff console them in nurturing ways. However, they do not make the most of opportunities to teach children to label their emotions. Therefore, children find it difficult to explain how they feel.
- Children enjoy imaginary play, mark making and dancing to music. They learn to recognise numbers and confidently represent them using their fingers. They seek out opportunities to practice ordering numbers as they play. Staff teach children the days of the week and months of the year during small-group circle time.
- Parents feel they receive good support from the nursery. They describe staff as approachable. They say staff provide good daily feedback and inform them of their children's progress.
- Staff say they are happy in their roles. They feel their workloads are manageable. Staff say their supervision sessions are supportive and recognise their individual strengths as well as areas for development.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about the signs and symptoms of abuse and what to do if they have a concern about a child. The manager supports staff to continue to update their understanding of safeguarding issues and their responsibility to protect children. Staff are clear on the procedures to follow should they have concerns about the behaviour of a colleague or the provider. Staff ensure the areas are safe for children to play in. The manager diligently monitors children's attendance. She contacts parents to establish reasons for any absences.

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

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

- offer children explanations alongside reminders to follow the rules, so they begin

to understand why some of their actions are unsafe

- teach children the language of feelings, so they can describe their different emotions and say how they feel.

## Setting details

<b>Unique reference number</b>	EY563452
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10244449
<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>	2 to 3
<b>Total number of places</b>	34
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Khan, Shreen
<b>Registered person unique reference number</b>	RP563451
<b>Telephone number</b>	07878776099
<b>Date of previous inspection</b>	6 May 2022

## 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 4pm, Monday to Friday, term time only. 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 at level 2 or above. The manager holds a level 5 childcare qualification.

## Information about this inspection

### Inspector

Olivia Awolola

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that 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 their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector carried out joint observations of a dance activity with the manager.

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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