

Inspection of Rainforest Nurseries Ltd

Ground Floor, 295 Haggerston Road, London E8 4EN

Inspection date: 16 May 2023

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 happily and settle quickly at this friendly nursery. Staff welcome children warmly and help them to settle into their day. Children who struggle to separate from their parents are calmly and gently reassured and soon they too are ready to start their day. Staff know their key children well and have built strong relationships with them and their parents.

Children have access to a well-thought-out curriculum that encourages them to explore and learn. Staff plan activities with children's next steps in mind and are able to build on what children already know. Babies have access to many sensory experiences and can be heard to squeal in delight while handling 3D, glowing cubes in a dark play tent. Older children move around the play space, while staff support and encourage them to explore and learn.

The resources reflect the diversity within the nursery and its community. Dual-language books are available for the children and they enjoy celebrating a variety of festivals and celebrations that they are familiar with. Staff are aware of the needs of children who speak English as an additional language and work with parents during the flexible settling-in process to ask for key words that will support the child.

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

- The manager has a clear vision for the setting. She understands the need to support staff and can identify those who require extra support. The manager meets regularly with staff and reflects on their learning and training needs, supporting them as they continue to learn and develop professionally.
- The team works well together to provide learning that is based around what children know and what staff want them to learn next. For example, children practise cutting with scissors and will move onto different thicknesses of paper and card to cut. Staff demonstrate the use of the scissors and help children to hold them correctly. Learning in this way helps children to practise the new skills they learn until they become confident.
- Children have some opportunities to develop their self-help skills. For example, children can use cutlery to feed themselves. However, older children are not encouraged and supported to develop independence skills, such as serving themselves, pouring their own drinks or trying to wipe their own noses.
- Staff encourage children to be well behaved and to cooperate with adults and peers. They treat children with respect and manage challenging behaviour calmly and quietly so as not to distract other children. This helps children to learn without constant interruptions to their play.
- Staff talk to the children about the activities they are involved with and about

the routines of the day. Sometimes, staff do not give children enough time to think and respond in conversations. At these times, children do not make the best possible progress with their speech and language development. In addition, language and vocabulary are not always extended to challenge the most confident children.

- Parents are positive about their experiences at the setting. They comment on the friendly team and that children are happy and settled. Parents like the flexibility that the nursery provides and are kept up to date with children's progress and daily information via an online application. Staff also provide opportunities at weekends for parents to come into the setting and learn more about how children learn.
- Children have opportunities to play outdoors in local gardens and parks. Here, they can practise running and climbing and develop their large motor skills. In addition, children learn to walk safely to and from the park, escorted by the staff.
- Staff and children have strong relationships. For example, in the baby room, children actively seek out staff for comfort and cuddles while looking at books together. These close relationships help children to feel secure and safe and form a good basis for learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff understand how to keep the children in their care safe. They can confidently describe the signs and symptoms that would concern them. Staff know who to contact to report such concerns. They attend regular training and are knowledgeable about a range of safeguarding issues, such as female genital mutilation. Staff demonstrate a good understanding of how to deal with accidents or if they was a choking incident. A robust recruitment and induction procedure ensures that children are cared for by staff who understand their role and responsibilities and are suitable to do so.

What does the setting need to do to improve?

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

- ensure that children are given every opportunity to develop their independence and self-help skills in everyday activities
- support staff to develop children's communication and language by giving children enough time to respond to questions.

Setting details

Unique reference number	2632089
Local authority	Hackney
Inspection number	10259961
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	26
Number of children on roll	22
Name of registered person	Rainforest Nurseries Ltd
Registered person unique reference number	2632087
Telephone number	020 8075 2865
Date of previous inspection	Not applicable

Information about this early years setting

Rainforest Nurseries Ltd opened in 2021. It operates from Haggerston, in the London Borough of Hackney. The setting opens each weekday, throughout the year, from 8am to 5.45pm. The provider receives funding for the provision of free early education to children aged two, three and four. The provider employs 5 members of staff, all of whom hold appropriate early years qualifications. One member of staff holds qualified teacher status.

Information about this inspection

Inspector

Laura Coletti OBE

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 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 children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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