

# Report for childcare on domestic premises

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Inspection date: 14 September 2023

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

The provider has not done enough to rectify repeated breaches to welfare requirements. They do not have robust procedures in place to ensure staff are suitable to work with children. Although enhanced Disclosure and Barring Service checks have been carried out, Ofsted have not been notified about multiple members of staff working in the setting. Therefore, Ofsted have not been able to carry out further background checks. These staff are sometimes left unsupervised with children. In addition, the provider does not ensure that staff have a secure understanding of how to report safeguarding concerns. This puts children at potential risk of harm.

Leaders have worked hard to develop a curriculum that supports children to learn about the world around them. They have invested in quality books and plan activities to engage children in their chosen topics. Older children benefit from trips to the post office and the train station to learn about their local area. However, adults tend to select and direct activities, which can limit children's choice and creativity. Children have more freedom to choose in the garden, where they benefit from plenty of space and opportunities for active, physical play.

Children behave well and display positive attitudes towards their learning. For example, older children enjoy painting jungle pictures and talking to each other about their creations. Younger children use construction bricks to build models and are keen to share these with their familiar adults. Some staff interact warmly with children, offering praise and reassurance throughout the day. This helps children to feel secure and ready to learn.

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

- Leaders have failed to ensure the safer recruitment of staff. Staff without satisfactory references, and unknown to Ofsted, are working unsupervised with children. In some cases, these staff are alone with children in rooms with closed doors. This puts the safety and well-being of children at risk.
- Leaders do not have effective systems of mentoring and support in place for staff. Staff appraisals are conducted in place of regular supervisions. These appraisals are ineffective as they fail to identify individual training needs. For example, leaders are unaware of significant gaps in their staff's safeguarding knowledge. Staff continue to work with children without the knowledge required to ensure their safety.
- Leaders have designed a topic-based curriculum for children of all ages. Children make progress from their starting points and are generally ready for their next stage of learning, including school. However, there is a focus on mathematics and literacy that happens too soon for some children. For example, staff say that

children are ready to move up to the pre-school room when they can recognise their letters and numbers. Leaders have not considered the impact of this on children that are not yet ready for more formal learning.

- Staff sometimes offer activities that are engaging and motivating. For example, children are invited to help fill a hole in the garden. They work together, using tools to fill buckets with soil, and then take delight in stamping the soil down with their feet. However, adults overly direct other activities, particularly in the pre-school room. Children do not get enough opportunities to explore their individual interests and develop their own ideas.
- Staff support children to develop their communication and language skills. For example, frequent singing of nursery rhymes can be heard with the younger children. Older children listen carefully as a member of staff uses expression to read them a story. Children then talk about the story, demonstrating good understanding as they answer pre-prepared questions. This supports children to become confident communicators.
- Most staff interact warmly with the children and offer praise and encouragement as they play. This helps them to feel secure and confident to try new things. However, some staff are less skilled at engaging with children. They observe children but do not know when to step in to offer support or enhance their learning through play.
- Children benefit from a secure outside area, where they have opportunities to be more active in their play. Staff support children to take turns on the swing, and offer alternatives when children find this difficult. Leaders have plans to develop the garden further, for example, by adding role-play resources to the empty wooden houses.
- The special educational needs coordinator (SENCo) works closely with other professionals, and parents, to ensure the needs of children with special educational needs and/or disabilities (SEND) are met. The SENCo makes timely referrals and secures early support to ensure children with SEND make good progress from their individual starting points.
- Leaders have developed a menu that is healthy and balanced. Staff that prepare food are suitably trained and all food is home-cooked in a clean, orderly kitchen. Allergies are well managed and dietary requirements are adhered to.
- Parents speak positively about the setting. They talk about the progress their children have made, particularly in mathematics and literacy. They also comment that the communication with parents is good and that the manager is particularly friendly and approachable.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not put robust procedures in place to ensure the safer recruitment of staff. They fail in their statutory duty to inform Ofsted of all staff caring for children on the premises. They allow staff to work in ratio, and unsupervised, without receiving satisfactory references and letters of suitability from Ofsted. There are significant weaknesses in staff knowledge around the procedures to follow if there

are safeguarding concerns, particularly if allegations are made against a member of staff. Safeguarding leads lack confidence in their own knowledge and have failed to follow appropriate procedures when allegations are made. The setting is clean and hygienic. Safety measures such as safety gates and finger guards are in place to minimise some potential risks to children on the premises.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure all staff, including the designated safeguarding lead, know and understand the appropriate safeguarding reporting procedures to follow to keep children safe	29/09/2023
ensure staff who do not have sufficient suitability checks in place do not have unsupervised contact with children	29/09/2023
implement an effective programme of induction and staff supervision arrangements to ensure all staff understand their roles and responsibilities to keep children safe	29/09/2023
improve understanding of changes that are notifiable to Ofsted; in particular, changes to the individuals working in the setting.	29/09/2023

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
consider the individual needs, interests, and development of each child in your care and plan experiences that ensure a strong foundation in the three prime areas.	13/10/2023

## Setting details

<b>Unique reference number</b>	EY546356
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10310078
<b>Type of provision</b>	Childcare on 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>	1 to 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	19
<b>Registered person unique reference number</b>	RP546355
<b>Date of previous inspection</b>	1 August 2019

## Information about this early years setting

Rainbow Cubs registered in 2018. It is in the London Borough of Barnet. The setting is open each weekday from 7.30am to 6.30pm and operates all year round, except for bank holidays. There are nine members of staff who hold relevant qualifications ranging from level 2 to level 6.

## Information about this inspection

### Inspector

Nicola Baker

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 several parents during the inspection and took account of their views.
- 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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