

Inspection of Little Rainbow Nursery Ltd

379-381 High Street, London E15 4QZ

Inspection date: 2 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff provide a warm and welcoming environment for children. They set up invitations to play, ensuring these are based on clear learning intentions. For example, authentic balancing scales with a variety of seasonal objects is an invitation for children to play with weight and measures. Children demonstrate high levels of engagement and enjoyment as they play in their environment. Interactions between staff and children are consistently warm and supportive. Babies are quickly comforted by cuddles and reassurance from their familiar adults.

Leaders have developed a curriculum that ensures children know more and can do more as they move through the nursery. For example, children develop their independence over time. This starts with babies, who confidently use spoons to self-feed, and builds up to pre-school children, who carefully serve their own lunch and safely pour themselves water from glass jugs.

Staff share consistent expectations for children's behaviour, and routines are well embedded. This contributes to a calm and purposeful atmosphere. Staff deal with minor behaviour incidents calmly, getting down to the child's level and explaining why the nursery rules are important. This supports children to understand what is expected of them and to self-regulate their behaviour.

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

- Leaders have carefully considered the layout of rooms to meet the needs of children, and resources are of the highest quality. Many resources are authentic, real-life objects. This impacts on the children's play, as they engage more carefully with their environment, showing high levels of interest and curiosity.
- Staff prioritise the development of communication and language skills. They sing rhymes and share stories with children throughout the day. They constantly narrate during activities and ask open-ended questions to promote conversation. For example, during a sand activity, staff encourage children to talk about their recent holidays to the seaside. On occasion, staff do not correct children's speech errors, or they make their own errors. However, children become confident and articulate communicators over time.
- Staff observe and engage in child-led learning. For example, children use wooden blocks to build a race track. Staff follow their lead with enthusiasm while also incorporating mathematical language about size and shape into the activity. This enhances and extends learning by building on children's ideas and interests.
- Staff model and promote respectful relationships. They focus on acknowledging positive behaviours and offer frequent praise. This supports children to develop a positive sense of self and to engage with each other kindly. For example, a group of children sit together drawing pictures. They talk about their drawings,

sharing ideas and discussing what they like about each other's work.

- Staff lead group sessions with energy and pace. This succeeds in engaging most children. However, some children are distracted by toys in the same space, and others choose not to join in at all. This can be disruptive for those trying to engage, and it means that some children miss out on valuable group learning.
- Leaders have developed links with the local school. They arrange visits to the school and invite teachers in to meet the children. This helps to prepare children for their transition to school. The setting also has excellent connections with the 'Discovery Storytelling Centre' next door and benefits from sharing the inspiring outside garden and from regular access to the centre itself.
- The manager is passionate about her role and is clear about the further improvements she intends to make. Recent staffing changes have been well managed to ensure continuity for the children. Staff feel that management is approachable and 'leads from the front', modelling best practice to staff. Leaders make good use of staff supervisions to identify and meet individual training needs. Staff comment that they feel well supported.
- Leaders and staff keep parents informed of their child's care and development. For example, babies have daily care diaries, and older children have termly reports sent home, followed by opportunities to discuss these with key persons. However, parents feel this could be strengthened with the introduction of more frequent feedback, particularly for the older children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have secure safeguarding knowledge. Even very new staff have secure knowledge about possible signs of abuse and the associated reporting arrangements. Risk assessments are secure, including for outings into the local area. The setting is safe and hygienic. Vetting and recruitment procedures are robust, and staff supervisions are used to ensure the ongoing suitability of staff. Policies and procedures are embedded and often revisited during meetings. There are clear procedures for managing allergies and dietary needs. The management team is highly present in the setting, supporting a culture of safeguarding.

What does the setting need to do to improve?

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

- ensure all staff model, and support children to develop, correct spoken English
- support all children to engage in group sessions to ensure they benefit from the learning intent
- consider how to further improve the feedback given to parents about their children's daily care and learning.

Setting details

Unique reference number	EY478118
Local authority	Newham
Inspection number	10314461
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 6
Total number of places	70
Number of children on roll	52
Name of registered person	Little Rainbow Nursery Ltd
Registered person unique reference number	RP902390
Telephone number	020 8519 4044
Date of previous inspection	6 July 2021

Information about this early years setting

Little Rainbow Nursery Ltd registered in 2014. The nursery is open Monday to Friday, from 8am to 6pm, all year round, closing for one week over the Christmas period. The provider employs 15 members of staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nicola Baker

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 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- 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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