

Report for childcare on domestic premises

Inspection date: 14 March 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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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 outstanding

Children thrive in this wonderful setting. The manager and staff expertly organise the learning environment. They promote children's good confidence and independence. Children confidently make decisions for their play and remain deeply engrossed in their activities. Staff sit with children and expertly extend their language in all their interactions. They support children exceptionally well to create stories for their imaginary play.

Children's happiness and well-being is at the forefront of the manager's practice. Staff are immensely caring and establish extremely positive, warm relationships with children. They superbly promote children's emotional well-being. The manager's consistent and well-embedded routines ensure children know the order of their day. Children happily end their play times to prepare to go outdoors. They know when it is mealtime, sleep time and group activities.

The manager and staff are superb role models for behaviour. Children are distinctly cooperative as they listen to the adult's instructions. They play harmoniously alongside each other and form close relationships with their peers.

The manager devises and implements an ambitious curriculum that deepens children's knowledge through meaningful experiences. Older children learn about the solar and eco system, for example. They learn about animal migration through sensory exploration, arts and books.

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

- The manager ensures children have limitless opportunities to explore the outdoors. Children play with high energy and actively explore the whole garden. For example, children capably manoeuvre back and forth on the swings. They navigate the area proficiently on the bikes and trikes. Children are highly inquisitive. They are fascinated as they discover buried objects in the mud. Children are friendly with each other and enthusiastically create imaginary play, such as pretending to visit the doctors.
- Staff expertly promote children's language and communication. They sit with children and offer consistent clear commentary of children's actions. They intuitively give children time to think before they respond to adult's questions. The youngest children learn to clearly pronounce the names of different, fruits, animals and objects. Older children hold coherent conversations with adults. They clearly recall significant events in their lives.
- The manager and staff have an in-depth understanding of how children learn. They know when to sit back to allow children to develop their creative expression through arts and crafts, for example. The adults prepare and plan

enticing activities that encourage children's sensory exploration. They consistently support and extend children so they make the most out of every learning opportunity.

- The manager fosters an environment where children are encouraged to freely express their views. Therefore children flourish in their personal development and confidence. They freely express how they feel about things they like and dislike.
- The manager keeps parents continually informed about their children's progress. Parents say they are extremely happy with the provision and feel that staff help children become independent with very good skills to start formal schooling.
- Children making less than expected progress benefit from individual support and strategies implemented by the special educational needs coordinator (SENCo). The SENCo, who is also the deputy, is a proactive and knowledgeable advocate for children. She ensures children benefit from effective interventions and the involvement of external professionals where appropriate. Therefore, all children make the best progress possible.
- The manager has successfully addressed the actions raised at her previous inspection. She maintains strategic oversight of all her assistants and ensures they understand the appropriate safeguarding reporting procedures. The manager diligently ensures all adults working with children have had their suitability checked with Ofsted.
- Staff are dedicated to their roles. They feel they receive strong support from the childminder and her deputy. The manager supports staff to identify clear pathways for their professional development and training. This ensures the quality of children's education is high and continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY546356
Local authority	Barnet
Inspection number	10313536
Type of provision	Childcare on 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	1 to 3
Total number of places	24
Number of children on roll	19
Registered person unique reference number	RP546355
Date of previous inspection	14 September 2023

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 10 members of staff including the manager and deputy who hold relevant qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and the inspector discussed how she organises the early years provision, including the aims and rationale for the curriculum.
- The manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing at the setting.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during a creative activity.
- Parents shared their views of the setting with the inspector, via a phone call.
- The manager provided the inspector with a sample of key documentation on request.

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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