

Inspection of Rainbow Angels Nurseries & Learning Centres

54a Whitfield Street, London W1T 4ER

Inspection date: 15 July 2024

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 flourish at this inclusive setting. Leaders and staff show incredible warmth towards children, which promotes children's well-being and helps them to feel secure. The key-person system is well embedded, which means that staff know their individual children well. Staff provide a rich and nurturing environment where children are happy, confident and inquisitive learners. Children arrive eager and become quickly immersed in play. They relish their time outdoors as they explore the exciting spaces that make up a variety of woodland areas that challenge their physical skills. The youngest children love painting their hands, creating a unique piece of art, which they eagerly show staff. Inside, children develop an understanding of mathematical concepts as they measure ingredients and add a range of colours to make marbled play dough. They build tall structures that represent the Eiffel Tower and learn concepts such as 'wider' and 'taller'.

Children behave very well. They cooperate with their peers and know what is expected of them. Staff are excellent role models. They offer praise and encouragement to all children, which gives children confidence to have a go at different activities. Established routines throughout the day help children feel secure. Mealtimes are sociable occasions. Children take pride in setting the table for lunch and relish being the 'helper' for that session. Consequently, children make good progress in their personal development.

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

- Leaders are ambitious and are highly focused on driving improvement throughout the nursery. Together with staff, they set high expectations of what children should achieve. In addition, leaders work closely with an external consultant and the local authority to further enhance staff practice. Staff are supportive of the leadership team. They appreciate their manageable workload and feel valued for the work they do.
- Leaders have high expectations of staff. They offer guidance to staff and encourage them to review their practice. For example, staff have formal supervision meetings with leaders to check how well children are learning. However, these meetings are not held as regularly as they could be. Nonetheless, staff attend training courses to help them fulfil their roles effectively.
- Comprehensive safeguarding procedures ensure that children are safe at the setting. Staff are vigilant and understand their responsibility to keep children safe. They carry out daily visual checks to ensure that the premises are safe and secure.
- The curriculum provides children with high-quality learning experiences. Staff have a good understanding of each child's development and what they want

children to learn next. Activities are well matched so that everyone, including children with special educational needs and/or disabilities and those learning English as an additional language, can take part in learning. Staff regularly track children's progress and swiftly identify children who require additional support so that specific plans are put in place. Consequently, children are well supported so that they can make rapid progress in relation to their starting points.

- High priority is given to developing children's communication and language. Staff engage in meaningful conversations with children and use very good questioning techniques to help develop children's thinking skills. Children show respect for books and develop a love of stories, songs and rhymes. Staff make story time a thoroughly enjoyable experience. They immerse children in the story, encouraging them to learn new vocabulary, recall previous events and anticipate what happens next. As a result, children make good progress in their communication and language skills.
- Children have ample opportunities to develop their early literacy skills. They learn the sounds that letters make and confidently write their own names. Visual displays of different languages and the use of key words in children's home languages help children to develop a sense of pride and feel valued.
- Partnerships with parents are a key strength at this setting. Parents are well informed about the curriculum. Leaders and staff talk with parents daily and share information about their child's day. Parents have positive views about the staff team. They comment that their children are very happy and that they appreciate the cheerful, friendly attitude of the staff.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- review supervision arrangements for staff so that formal meetings are held more frequently to further enhance the quality of care.

Setting details

Unique reference number	2655405
Local authority	Camden
Inspection number	10334633
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 4
Total number of places	38
Number of children on roll	49
Name of registered person	Rainbow Angels Nurseries & Learning Centres Ltd
Registered person unique reference number	RP553233
Telephone number	02075801199
Date of previous inspection	Not applicable

Information about this early years setting

The nursery is operated by Rainbow Angels Nurseries & Learning Centres Ltd and is situated in the London Borough of Camden. The nursery is open from Monday to Saturday, 7am to 7pm, for 51 weeks of the year. There are 19 staff in total, including the manager, the deputy manager and the cook. Nine staff hold a level 2 qualification and five staff hold a level 3 qualification. The remaining staff are unqualified.

Information about this inspection

Inspector

Christine Davies

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 inspector observed the interactions between staff and the children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with managers about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A manager and the inspector carried out a joint observation of a planned group activity.
- 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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