

Inspection of Rainbow House Whitechapel

Jagonari Centre, 183 185, London E1 1DN

Inspection date: 28 March 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Staff create an environment that considers the needs of all children. For example, staff create learning areas at different height levels that are accessible to all children. Children are happy and feel safe as they explore. They feel excited to make choices about what to learn about. Staff teach children to partake in a wide range of challenging activities at this nursery. They model to children how to use their senses. Children smell herbs, they splash in puddles and feel different materials. They try hard when they find things challenging. Children are resilient. They have positive attitudes to learning.

The manager and staff create a curriculum with a clear intent. They aim to support all children to reach the best outcomes in all areas of learning. The manager trains staff to ensure that all children gain confidence and become independent learners. Children develop high levels of self-esteem.

Staff teach children to express their needs. They expect children to ask for what they want and need. Staff teach children to ask for help when dressing or using cutlery. Children are keen to do things themselves. All children feel pride as they celebrate their achievements. Children listen and respond to staff and they behave well.

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

- The manager understands that some children have gaps in their learning. She knows that as a result of the COVID-19 pandemic some children need additional support. Staff plan activities that help children, including those with special educational needs and/or disabilities, to reach their developmental milestones. Children rapidly gain the knowledge and skills they need. They are well prepared for the next stage of their education.
- Staff use assessment well to identify children that need extra help. They work with external agencies to ensure that children receive targeted support. Staff work closely with a speech therapist to support children's developing communication skills.
- Overall, teaching is of high quality across the nursery. However, on occasion children do not receive the support they need to join in during focussed activities. Children do not always concentrate and persevere at the highest levels during these times.
- Staff skilfully support children to hear and use new language in their play. They identify new words that children need to learn and understand. All children are well supported in communicating their needs. They engage in back-and-forth conversations with increasing confidence and develop high levels of fluency and confidence..

- Staff support children to feel comfortable when meeting their care needs. They encourage children to wash their hands and feed themselves. When children find things difficult, they ask for help. Staff are careful to not step in too quickly and they let children try things for themselves first. Children become independent. They feel happy and safe and behave well.
- Parents are happy with the care that children receive. They report that staff offer them support, including through external agencies, where required. Parents say that the information they receive about what children learn helps them to extend their learning at home.
- Staff plan experiences to teach children about differences between themselves and others. However, these experiences are not always well sequenced within the curriculum. This means that children do not always benefit as much as they could from gaining an understanding and respect for other people.
- The manager carries out regular supervisions with staff. She works with staff to identify any issues with workload. Staff report high levels of well-being. They receive regular professional development opportunities to help further their teaching skills.

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:

- further strengthen how good practice is shared, to ensure the quality of focussed activities is consistently high across the nursery
- build on existing good practice to ensure that children are given a wide set of experiences to help them build an understanding and respect for other people.

Setting details

Unique reference number	EY496203
Local authority	Tower Hamlets
Inspection number	10312122
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	58
Name of registered person	Rainbow House Committee
Registered person unique reference number	RP901341
Telephone number	02076503055
Date of previous inspection	20 April 2018

Information about this early years setting

Rainbow House Whitechapel registered in 2015. It is situated in Whitechapel in the London borough of Tower Hamlets. The nursery opens from 9am to 4pm each weekday, during term time only. The nursery employs 11 members of staff. Of these, 10 hold a relevant childcare qualification at level 3 or above. The nursery provides funded early education for children aged two-, three- and four-years old

Information about this inspection

Inspector

Kate Daurge

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 their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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