

Rainbow House

London Muslim Centre, 46 Whitechapel Road, London, E1 1JX



Inspection date	8 January 2016
Previous inspection date	13 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children learn how to behave well and staff provide consistent boundaries. Staff and children have well-established relationships, which helps them feel safe and secure.
- Leaders are committed to consistently raising standards. For example, the manager implements regular opportunities to clearly identify strengths and possible training needs during individual staff meetings and appraisals. This helps them to keep up to date with current guidance and changes in legislation. Self-evaluation is effective.
- Children learn about the benefits of physical exercise. For example, children have daily opportunities to engage in physical play, where they learn how to be safe and manage risks during activities.
- Children are motivated to learn and eagerly engage in planned and spontaneous activities. Staff carry out effective planning to help them provide children with rich and varied experiences based on their interests and needs. All children make good progress in their learning and development.
- Partnerships with parents are effective and parents speak highly of the well-established staff team. Staff welcome parents warmly and regularly encourage them to extend their children's learning at home.

It is not yet outstanding because:

- Some staff occasionally miss opportunities to confidently use effective teaching strategies to ensure that every activity actively challenges all children's learning further.

What the setting needs to do to improve further

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

- strengthen all staff members' confidence in using a wide variety of teaching methods to make sure that all activities provide high levels of challenge for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and in the play hall.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the setting leaders. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector held discussions with parents to gain their views.
- The inspector engaged and spoke with children.

Inspector

Shaneic Simpson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware of the procedures to follow if they have a concern regarding the safety or welfare of a child. They know who to contact if an allegation is made against a member of staff. This helps to keep children safe. Leaders track children's achievements on a termly basis and target any areas for further development. Staff build close partnerships with other professionals to support children's developmental needs and their continued progress. Staff are well qualified and have a clear understanding of how children learn and develop. They benefit from the senior staff demonstrating good practice on a regular basis.

Quality of teaching, learning and assessment is good

Staff keep clear and precise records of children's observations and assessments. They identify starting points through the contributions of parents when their children start at the setting. This helps staff to promptly assess and plan for children's next steps in learning. Staff regularly share this information with parents to help promote consistency in children's learning. Staff track children's achievements and identify any areas where they may need extra support. Staff attend training to improve their teaching practices, for example, they attended a course on language development. They use the knowledge gained to effectively support children to learn good communication and language skills. This helps to ensure that children are ready for school.

Personal development, behaviour and welfare are good

The key-person system is effective in supporting children to build strong relationships right from their settling-in period. Staff ensure that they consider a wide range of effective ways to familiarise children and their families with the setting before they attend. Children are confident and are secure in their knowledge that staff are available to offer support and encouragement. This helps children to settle quickly, especially during their first few days of starting at the setting. Children learn the benefits of physical exercise, for example, they make good use of the hall to run and use climbing apparatus to develop their muscle skills. Children learn to respect the differences between each other and learn about what others believe and celebrate. For example, they take part in activities and listen to stories.

Outcomes for children are good

All children, including those who have special educational needs, make good progress from their starting points. Staff quickly identify gaps in learning and target plans are put in place to support children to develop in those areas. Children develop the skills needed for moving on to school.

Setting details

Unique reference number	EY306807
Local authority	Tower Hamlets
Inspection number	834200
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	26
Number of children on roll	40
Name of provider	Rainbow House Committee
Date of previous inspection	13 May 2009
Telephone number	020 7650 3055

Rainbow House registered in 2005 and operates from one room within the London Muslim Centre in Whitechapel, London. The pre-school is open from 8.30am until 4.30pm, Monday to Friday, during term time. Morning sessions run from 8.30am until 12.30pm and afternoon sessions run from 12.45pm until 4.30pm. Full time children attend from 8.30am until 3pm. The after school club is open from 5pm until 7pm from Wednesday to Friday each week. The centre employs seven staff to work with the children. All staff, including the manager, hold relevant early years qualifications.

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