

Inspection of Rainbow Friends Childcare

5, Drydock Square, Barking IG11 7SQ

Inspection date:

16 July 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders and staff do not understand all the safeguarding procedures to follow to keep children safe. For instance, they have a poor understanding of what to do if an allegation is made about a member of staff and who to report this to. This does not assure children's safety and well-being.

Children arrive at the setting happy and settle well. Staff form positive relationships with children. They have a gentle, calm and warm approach and support children's emotional well-being suitably. Daily routines, such as sleep times, support the care needs of children appropriately. Staff explain their expectations of behaviour to children. They give feedback to them when they have not behaved appropriately to help them to understand what is expected.

Overall, staff provide enjoyable activities for children that encourage their participation and engagement. However, staff do not plan and implement a consistently ambitious curriculum that helps all children to make good progress in all aspects of their development. Staff provide suitable opportunities for children to hear words and language, such as during story times. However, they do not offer many opportunities for children to practise using language to develop their speech. This limits the progress children are capable of making with their communication skills.

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

- Leaders do not ensure that all requirements of the early years foundation stage are met. For instance, they do not know what to do if someone raises a concern about a member of staff's behaviour with children and who to inform. They also have failed to notify Ofsted of a significant event that has occurred at the setting. These breaches of requirements compromise children's safety. However, they do not have a significant impact on the quality of children's education and their behaviour and attitudes to learning.
- Staff know their key children well. They know what children can do and what they need to learn next. They provide some suitable and interesting activities for children to explore and engage in, such as experimenting with mixing paints to learn to make new colours while painting. However, staff do not plan and implement activities for children's learning consistently well to extend on what children already know and can do. Although children join in and have a go, they do not have high levels of curiosity, concentration and enjoyment in their play. Children do not progress to their full potential.
- Leaders and staff form suitable partnerships with other professionals to help support children with special educational needs and/or disabilities. They seek guidance and implement the advice they receive to help meet the needs of

children who may require additional support in their learning. For instance, staff now use visual aids when communicating parts of the daily routine to all children to help them to understand what is happening next.

- Staff are deployed appropriately during the day to ensure that children are well supervised. Leaders make sure that new staff understand what is expected of them in their role, such as through sharing the setting's policies during an induction period. They also appropriately check new staff's suitability, such as completing Disclosure and Barring Service (DBS) checks, to make sure that they are suitable to work with children.
- Staff provide some suitable opportunities for children to develop their language. For instance, during activities, they model words for children to hear and learn from. However, staff do not interact with children consistently well to provide good opportunities for children to use words and speak. This hinders the progress children make in their communication and language development.
- Leaders and staff form positive partnerships with parents and carers. They communicate well with parents, such as through an online app. Staff inform parents about their children's day and what topics they are learning about. Parents state that they also receive information about their children's next steps in learning. Staff give them ideas for how they can support their children's learning at home, such as reading books together.
- Leaders have systems in place to monitor staff's practice and support staff with their professional development, such as through modelling practice to help them to develop their skills. Unqualified staff are encouraged to gain a childcare qualification while working at the setting to improve their understanding of child development. However, the support leaders have given to staff to improve their practice has not been effective at helping staff to deliver consistently good-quality learning experiences for children.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve leaders' and staff's understanding of the local safeguarding partnership's procedures to follow in the event of an allegation being made about an adult working at the setting	29/08/2025
support staff to consistently plan and implement a curriculum that meets children's individual learning needs and builds on what they already know and can do	29/08/2025
improve staff's interactions with children so they provide regular opportunities for children to practise and develop their communication and language skills.	29/08/2025

Setting details

Unique reference number	2713015
Local authority	Barking and Dagenham
Inspection number	10397384
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	30
Number of children on roll	29
Name of registered person	Easystart Services Limited
Registered person unique reference number	2713016
Telephone number	07707720047
Date of previous inspection	Not applicable

Information about this early years setting

Rainbow Friends Childcare registered in 2023. The setting is located in the London Borough of Barking and Dagenham. It operates each weekday, from 8am to 6pm, throughout the year. The setting employs five members of staff, two of whom hold suitable early years qualifications at level 3. The manager holds a qualification at level 6. The setting provides government-funded childcare.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out joint observations and discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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