



Rainbow Playgroup

Inspection report for early years provision

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| Unique Reference Number | EY341153 |
| Inspection date | 08 March 2007 |
| Inspector | Susan Hoults |
| Setting Address | Benjamin Adlard Cp School, Sandsfield Lane, GAINSBOROUGH, Lincolnshire, DN21 1DB |
| Telephone number | 01427 612562 |
| E-mail | |
| Registered person | Rainbow Playgroup Committee |
| Type of inspection | Childcare |
| Type of care | Sessional care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Rainbow Playgroup has been established for over 20 years and is run by a voluntary management committee. It has been registered since 2006 in Benjamin Adlard School situated close to the town centre of Gainsborough. The playgroup have use of a classroom which has a dividing door to create two separate rooms as required. The children use toilets within the school and an enclosed outdoor area with an impact absorbing surface. The playgroup serves the local community.

The playgroup is open five days a week during school term time. Sessions run from 09.15 to 11.15. The playgroup is registered to care for a maximum of 18 children aged from two to under five years at any one time. There are currently 25 children on roll. The playgroup is not registered to receive nursery grant funding. The playgroup currently supports children who speak English as an additional language.

There are three experienced staff working with the children regularly. Of these, two have appropriate qualifications. The playgroup is affiliated to the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff promote children's health well by effectively following the playgroup's hygiene routines. Children gradually develop an understanding of why they must wash their hands after using the toilet and before eating. Staff wear gloves to change nappies and make sure the changing mat and any potties used are cleaned thoroughly after use. This helps prevent infection through cross-infection. All the staff hold current first aid certificates and the first aid box is easily accessible. Therefore, any accident can be dealt with effectively. Parents receive information about what illnesses will prevent children attending the playgroup. However, written permission is not obtained from parents for seeking emergency medical advice or treatment which may potentially affect children's well-being. Staff foster children's emotional well-being by developing warm, caring relationships with them.

Children have sessional opportunities for fresh air unless the weather is too wet. Children have fun whilst developing their large muscle skills, body control and hand-eye co-ordination. For example, they have use of a variety of equipment including pedal toys, a slide, balls and bean bags, a tunnel, a wooden rocking horse and plastic rockers, a climbing frame as well as dancing to music. Children are encouraged to be aware of each others space so that they do not bump into each other when running around or riding trikes.

Children gain an understanding of healthy eating through activities and discussion. They enjoy a variety of nutritious snacks such as apples, bananas, grapes, pears, sultanas, carrot sticks, cucumber and dried apricots which are served with individual bottles of milk. The staff encourage children to try fruits and vegetables they may have not tried before so that they become accustomed to different tastes and textures. Children freely access water from a jug during sessions to ensure they do not become thirsty. Staff liaise with parents to ensure they are aware of individual children's dietary requirements and any allergies. Snack times are social occasions where children sit together with staff encouraging conversation.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in a warm, stimulating, safe environment where the play space is used effectively. Displays of children's art help make the classroom welcoming and give children a sense of belonging. Children use a good range of well maintained toys, books and equipment which are rotated according to the daily plan. This helps maintain children's interest and ensure they all have the opportunity to gain the most from the resources on offer.

Staff are conscientious about maintaining safety both inside and outside the playgroup. They make checks of the room and the equipment used daily before children arrive in addition to more formal risk-assessments and annual electrical tests. Children are unable to leave the school

premises unsupervised and there is an alarm fitted to the internal door so staff are aware when it is opened. Staff actively supervise children to minimise the risk of accidental injury. Daily routines and staff encouraging safe practices develop children's understanding of taking responsibility for their personal safety. Children understand they should not run in the room in case they fall and hurt themselves or others. Fire drills are practised regularly to ensure that children know how to evacuate the premises safely and quickly should the need arise.

Children are well protected by staff who are vigilant and have a good understanding of child protection procedures through attending training. Children are never left alone with persons who have not been vetted. Effective procedures are in place to ensure that the staff know who will collect children at the end of each session to ensure their safety.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The care, learning and play experiences for all children in the playgroup are satisfactory. Children are happy, involved, and enjoy their play responding well to the staff who encourage them to make their own choices. Children understand the routines of the sessions and quickly develop friendships with other children. Many of the children cared for are aged under three. Staff have a sound understanding of young children's developmental needs and work hard to they meet them. They are developing their use of the 'Birth to three matters' framework so that they can begin to use evaluative observations of children to aid their planning to further develop children's learning through play.

Staff plan activities to capture children's interest and imagination and therefore develop their skills. Staff currently use short term planning for all ages but they are looking at introducing long term planning so that they can check they are covering all areas in sufficient depth. Creative activities such as play dough, painting, junk modelling, making cards and collages are offered at least sessionally. Children use actions well when singing rhymes and songs and like to sit and look at the books. Children have great fun playing alongside and with each other supported by the staff. A child spends time choosing three identical wooden train engines to show to a member of staff. The child's understanding of mathematical language and counting is reinforced through questioning and comments made about the engines and what happens when another is found and added. A child proudly shouts to a member of staff to look at the tower they have built which 'is taller than me!'

A child and staff laugh together as they work out how to make a trailer for the boat out of interlocking bricks. Other children express themselves by choosing clothes from a rail to dress up in and then look at themselves in the mirror.

Helping children make a positive contribution

The provision is good.

Staff actively promote equality of opportunity and respect diversity in all areas of the playgroup and are clear how they would deal with any discrimination from adults or children. They ensure all children's needs are met whatever their background, culture, religion or ability, raising their

self-esteem by valuing them as individuals. Children are happy, settled and play an active part in the life of the playgroup. They feel a sense of belonging, they help themselves to resources and chose activities. A young child jumps in excitement when they find a 'rain-stick' to play with at the start of the session. Children feel respected and valued as staff praise their efforts and achievements. Children begin to learn about differing ways of life and develop respect for others through accessing resources and seeing posters that show positive images of culture, ethnicity, gender and disability and taking part in planned activities. Staff have a positive attitude to, and experience of, caring for children with learning difficulties and disabilities. Currently a few children attend for whom English is not their first language. The staff work hard to include them in the group by encouraging parents to give them as much information as possible, referring to suitable literature and having pictures displayed of the routines of the session for the children to follow. This helps children gain the most from each session.

Staff create a calm, happy atmosphere where children develop an understanding of right and wrong and behave well. Positive, consistent strategies are used to manage children's behaviour taking into account children's differing levels of understanding. Staff are good role models and support children to learn to take turns and share. One to one support is given as needed so that children understand that it is their behaviour, not them who is not welcome.

The partnership with parents and carers is good and staff are committed to maintaining confidentiality. Parents comment very positively about the playgroup saying that it is 'brilliant', that the staff are 'very caring and supportive' of the children and their parents, their children are 'progressing well' and that their children are 'very happy' and get upset in the holidays when the playgroup is not open. Parents receive clear written information about the playgroup before their child starts and have access to the operational plan including all the group's policies and procedures. Parents welcome the time staff take to exchange information with them about their children and find them very approachable. This helps ensure that individual children's changing needs are met. Parents are able to learn about the 'Birth to three matters' framework through an attractive display. Parents are welcome to join the committee and help out in the playgroup.

Organisation

The organisation is satisfactory.

The majority of children attending the playgroup move on to nursery once they are three. Staff have a high regard for the well-being of all children and work well together as a team to meet their individual needs and prepare them for this transition. Children feel secure and develop a strong sense of their own self-worth through the normally effective deployment of staff with whom they have warm, friendly relationships and who have realistic expectations of them. However, the required adult:child ratios are not always met. Therefore, the playgroup has breached a National Standard which may reduce the ability of the staff to fully promote children's welfare.

The required policies and procedures are in place and staff make sure children's records are kept up to date. Informal staff and committee meetings are held and there are good links with the school including the nursery. Although there have been no new staff recruited in the last few years the staff are aware of the procedures they need to follow. However, Ofsted have not

been notified of recent changes to the committee. Therefore, the playgroup has breached a Regulation, which potentially compromises children's well-being.

Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- request written permission from parents for seeking emergency medical advice or treatment
- make sure minimum adult:child ratios are met at all times
- make sure Ofsted is informed of any significant changes or events; particularly with regard to changes to the committee

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk