

# Rainbow Corner Playgroup

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY274455
<b>Inspection date</b>	27 April 2007
<b>Inspector</b>	Angela Cole
<b>Setting Address</b>	18 Hardwicke Bank Road, Northway, Tewkesbury, Gloucestershire, GL20 8RP
<b>Telephone number</b>	01684 296779
<b>E-mail</b>	alison60@btinternet.com
<b>Registered person</b>	Rainbow Corner Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Rainbow Corner Playgroup was registered under the current private partnership in 2003. The group operates from a ground floor extension of a detached house in Northway, a residential area of Tewkesbury, Gloucestershire. Children have use of the main playroom, messy room and home bay. They use the rear garden with grass, bark and hard surfaces for outdoor play. The house is within easy walking distance of local amenities that include schools, shops, parks and open countryside. A maximum of 18 children may attend the setting at any one time. The playgroup operates each weekday during school terms from 09:15 to 12:00, and on Monday to Thursday from 13:00 to 15:45 as required. Most afternoon sessions include provision for younger, nursery children.

There are currently 43 children aged from two years six months to under five years on roll. Of these, 36 children receive funding for early education. Children come from within the local community or from the surrounding villages. The playgroup currently supports a number of children with learning difficulties.

The playgroup employs three childcare staff who are regularly supported by students working towards qualifications. Of these, one member of staff holds an appropriate early years qualification and two are booked to work towards a Level 3 qualification. The setting has close links with local schools.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children enjoy exceptional opportunities for physical exercise. The staff plan for children to engage in daily physical exercise. These plans include appropriate clothing for outdoor play and children know to dress appropriately. Children thoroughly enjoy play with a wide range of equipment and the opportunities that provide physical challenges. These include exercise sessions in the local school hall and well-planned movement sessions when they learn to move with considerable control and to stop. They have daily sessions outdoors to enjoy the fresh air where play includes challenging, large equipment and digging in peat and clay pits.

The children benefit from the exceptional, health-promoting environment. They thrive and stay healthy, supported by adults who follow stringent health procedures. Toys, equipment and the care environment are cleaned and meticulously maintained to minimise the risk of cross infection. Children develop exemplary levels of independence and understanding about their personal hygiene. They know that it is important to clean their hands before eating, following contact with animals and after using the toilet because germs on their hands are invisible and they need to get rid of them. Children who become ill receive excellent care through close consideration given to advised exclusion periods.

Children develop an excellent understanding of nutrition and healthy eating. They access drinking water at all times and enjoy milk or water with their snacks. All staff are aware of children's dietary needs so these are well met through ample quantities of hygienically-served healthy foods, such as fruit and cereals. Parents are requested to provide nutritious foods to celebrate birthdays and children learn that other foods can be occasional treats. Children learn about foods to include in a healthy diet. They are frequently involved in preparing their own snacks, including breads, vegetable soup and potatoes which they grow in the garden.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are safe in the highly-maintained, child-friendly environment. They use high-quality equipment that is appropriate to their age and stage of development. They independently select activities from a wide range of toys and equipment that meets safety standards. The outdoor area is exciting for children and offers many, safe opportunities for them to explore and investigate.

The children's safety and security are given utmost priority in daily, rigorous safety checks and risk assessments. These ensure that hazards on the premises and connected with outings are effectively minimised, and staff are always alert for new dangers to children. The accident record is analysed for any emerging patterns so that staff make alterations to keep children safe, including use of two-seater bikes to reduce congestion on the patio. The children often think about their own safety and learn to keep themselves safe as staff gently remind them before hazards occur. They ask about the reasons behind safety issues, including why they

must carry chairs safely. They take an active part in the maintenance of the play area, sweeping spilt sand so that others will not slip. Through being involved in repeated fire practices, they know how to respond in an emergency.

Children are very well protected as each staff member has recently completed detailed training in first aid and child protection. The adults have a comprehensive understanding of all child protection issues and procedures, and respond appropriately to any child protection concern.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the playgroup. After sharing their news, they concentrate on the wide range of chosen activities during the long, free-play time. They make very good progress through a balanced programme of child-initiated play and adult-guided tasks that are flexibly based on the current theme, such as shape and colour. Children are involved in a broad range of activities that support their language, mathematical thinking, imagination and creativity. For example, they negotiate to assemble colourful, patterned pieces to make the dragon costume for a group dance to Oriental music. Staff make very good use of the 'Birth to three' framework to plan and observe the under threes. The youngest children are well cared for during quieter afternoon sessions when they happily play alongside older ones. They effectively develop their language skills in relaxed conversation with the staff. They enjoy making marks with drawing implements, for example, to record the ants and worms they discover in the garden.

### **Nursery Education**

The quality of teaching and learning is good. Children make very good progress towards early learning goals as staff have a very good understanding of the Foundation Stage. They plan the learning environment to provide a broad and balanced range of activities and experiences across the six areas of learning. The activities are based around appropriate topics and are effectively planned to be suited to the needs of individual children. Staff use a wide range of flexible, teaching methods so that children are effectively challenged to learn. They use time and resources effectively to enable children to make very good progress, for example, by fully participating in a number song. The records give a clear picture of the children's progress. Information gained from assessments is well used to help children move on because of clear links with planning that focuses on their stages of learning.

Children make very good progress in relation to their starting points, for example, in communication, language and literacy. They develop high levels of skill in listening and speaking and rapidly recognise many letter sounds from picture cards. They willingly trace or copy words about their pictures, and enjoy books while 'reading' stories to puppets. There are no differences in learning between different groups of children, such as girls and boys. For example, in their mathematical development, children show interest as they count with understanding, and some reach high figures. They enjoy solving number and practical problems and create their own sequences of patterns, for example, using two colours of threading reels.

The children gain very good knowledge and understanding of the world. They eagerly show interest in details of natural world as they find spiders and examine blossom petals. They concentrate to create their own designs, for example, of tracks for toy vehicles. When they choose and complete computer programs, children are very interested and they have regular access to household technology, such as a popcorn machine. They gain a practical sense of time and place by noticing changes in weather and the growth of bulbs and tadpoles. The

children's creativity is highly valued. They explore different textures and colours of a wide range of media, such as peat and different states of clay, and create pictures using all the colours of the rainbow. They use very good imagination in pretend and role play and in use of art and craft materials, such as paint. They respond readily through their senses, for example, to describe the smell of stir-fried vegetables and draw a butterfly from real life. They thoroughly enjoy sounds and music to sing in a relaxed fashion and move with the beat.

### **Helping children make a positive contribution**

The provision is good.

Children settle, gain confidence and enjoy taking responsibility, for example, to prepare the snack tables. They gain good self-esteem as the staff praise their efforts and create frequent opportunities for them to make their own decisions about their play. All children receive very good, individual attention, including those with additional needs who are highly supported in close liaison with their parents and other agencies. Staff thoughtfully adapt activities so these are appropriate for each child.

The children relate very well to the caring, attentive staff. They play amicably together as they share toys, build tracks together and willingly choose a friend when asked. All children are very well behaved and polite. This is because staff calmly remind the children of their expectations before any adverse situation arises. The staff involve them in devising the group's rules so the children regularly remind each other of how to behave. The resources positively represent children who attend as well as individuals from the wider community. This helps children to develop a positive attitude to others. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. The support for children is highly consistent because of the staff's high regard for parents' wishes, for example, regarding the collection of their children. General information about the children is effectively shared and staff listen closely to family members. They write down their comments to support the children's learning, though the children's developmental records are not regularly shared with parents. Families are well informed about the playgroup and have an effective understanding of the Foundation Stage curriculum through meaningful photographic, written and recorded information. The parents are highly supportive and enthusiastically praise the staff for the high standard of care their children receive.

### **Organisation**

The organisation is good.

The playgroup is highly organised and staff are, overall, well experienced. They are actively deployed to cover all the play areas. They ably foster provision for the children's learning needs, for example, through highly-appropriate keygroups. The operational plans are effective in supporting children to become independent learners as they gain very good self-care skills. For example, they access toys for their own play purposes and become adept at tidying the play area. The safe premises and high-quality resources are thoughtfully organised to meet the children's needs, though children's voice levels sometimes rise, for example, in the craft area. Staff continually strive to provide new facilities to provide further opportunities for their learning.

The adults follow well-prepared policies that are regularly reviewed to reflect the group's consistent provision. There are sound systems for appointing and vetting new staff and to ensure their continuing suitability. An action plan is in place to ensure that staff will train to

have the required level of appropriate qualification. The group's documentation is accessible and clear to effectively foster the children's welfare. Staff have high regard for secure storage of confidential paperwork. This includes an appropriate system to record any complaint and separate medication and accident records that are shared with parents to provide consistent care. The setting meets the needs of the range of children for whom it provides.

Leadership and management are good. Senior staff have high regard for professional development and respond to recent initiatives with enthusiasm. The adults work well as a team as the open management involves them in discussion and decision-making. They provide personal support for each other, as well as professional help. There is a strong focus on the development and achievements of each child. This is achieved through good integration of care and nursery education so that children are enthusiastic and motivated. Staff are well aware of the group's strengths and well-considered development plans are devised through sound monitoring and evaluating of the curriculum. The high commitment of each member of staff effectively promotes an inclusive environment for all children.

### **Improvements since the last inspection**

The previous care inspection recommended that the setting improved the routines for hand washing and food serving, the grouping of children to meet individual needs and the policy for equal opportunities. Children now wash their hands under running water and food is served on plates to promote their hygiene. Children are grouped with known keyworkers to meet their individual learning needs. The extended policy on equal opportunities is offered to new parents and placed on the parents' noticeboard to foster the provision for the children's welfare.

The previous education inspection required the setting to improve procedures regarding assessment, planning and information for parents. The planning now includes clear learning objectives linked to the stepping stones for the activities; the systems for observation and assessment have been developed to ensure that children's learning is based on their prior knowledge. Parents are well informed regarding the stepping stones through a leaflet, video and photographic displays so they understand and may contribute to their children's learning.

### **Complaints since the last inspection**

Since the last inspection 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 AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

## 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):

- consider how to reduce sound levels in the smaller rooms to help children focus.

### **The quality and standards of the nursery education**

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

- ensure parents regular share their children's written developmental records.

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](http://www.ofsted.gov.uk)