

The Rainbow Playschool

Inspection report for early years provision

Unique reference number

EY372782

Inspection date

11/05/2009

Inspector

Jan Healy

Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Rainbow Playschool first opened in 1984 and is privately owned. It is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It operates from All Saints Church Hall in the centre of Westbury in Wiltshire. The children have access to the main hall and associated facilities. There is an enclosed area for outside play. The playschool opens during school term times from 09.30 to 12.00 Monday to Thursday. There are six staff who work directly with the children, three of whom hold a relevant qualification in early years. There are 32 children currently on role. There is easy access into the playschool with the fitting of a ramp.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The staff continuously strive for improvement to enable them to provide a high standard of care and education. The individual needs of the children are routinely met, as the staff recognise that each child is unique and have their own requirements. The children are making good progress in their learning and development and enjoy their stay. Both the boys and the girls have equal access to all the resources available and all given consideration during the planning of activities. A welcoming service is provided where the staff are friendly and approachable, making for a pleasant and harmonious atmosphere.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- encourage the children to make use of everyday technology with the use for example, of programmable toys to support their learning
- further the children's interest in books and teach them to handle them carefully, holding them the correct way up and to turn the pages

The leadership and management of the early years provision

The staff have a vast experience between them of working with young children and share their knowledge and understanding for the good of all. They maintain the group's records and policies, updating them when changes occur, which contributes to the safe management of the Early Years Foundation Stage. All the children's individual needs are met, as the staff spend considerable time working with the children, whilst sitting at their level and asking them pertinent questions. All the staff engage in completing the on-going method of self-evaluation, which highlights any weaknesses, which are acted upon without delay. The staff also use their strengths when planning for the children's progression, for example, taking responsibility for particular areas, including behaviour management. Risk assessments take place regularly, taking into account the indoor rooms and

facilities, the outdoor play area and the trips the children attend. This contributes in the staff being able to eliminate any risks to the children. The staff work in partnership with the parents, who report their pleasure in their children's attendance. Such a good relationship results in the staff being able to promote inclusive practice so all the children learn at their own pace and their specific needs are provided for. The staff work with external agencies and with other providers who deliver the Early Years Foundation Stage, so there is continuity of learning and care. The staff have a good understanding about the importance of safeguarding the children and attend training courses in child protection. This enables them to recognise when there is a concern about a child and about the procedure to follow in the event of having to contact the appropriate authority if necessary.

The quality and standards of the early years provision

The staff aid the children's learning, by providing a happy and harmonious atmosphere. The children enter with confidence, greeting their friends and the staff with glee. They immediately choose an activity of their choice and they work well together. Pictures of the children's artwork adorn the walls, which are mounted at the children's physical height, enabling them to wallow in their success. There is plenty of space for a wide range of play to take place, with the advantage of a second playroom if required. Equipment helps to encourage the children's learning as low-level tables and chairs enable the children to sit and play in comfort. The bathroom facilities are not ideal, as they are adult size, but the staff make use of booster steps to encourage the children's independence. The flooring is both wood and carpet, therefore messy play is freely available as well as allowing the children to sit in comfort during circle time. The staff ensure the children remain safe whilst in attendance, as they take appropriate precautions to eliminate any hazards. The premises are secure and there is an effective procedure in place for the children's safe arrival and departure. The children behave very well and speak to each other politely. The noise level is kept to a minimum so all are heard clearly. The children chat easily about their interests, such as going on holiday to America and about their siblings. The staff help the children's understanding about the importance of staying healthy through play. They learn about the necessity to take regular exercise which is taken both indoors and outdoors through dance, climbing and group games.

Effective planning of activities takes into consideration the children's stage of development and their interests. Planning is flexible enough, however, to include the children's immediate interests, for example, when a child brought in a snail he found on his way to the group. Continuous observational assessments aid the staff to support the children's learning and provides them with ideas as to where the children require further help and guidance. The children take part in a wide range of play opportunities that are interesting and provide sufficient challenge. They are learning to recognise and to name numerals and weighing and measuring skills take place when participating in baking activities. The older children are able to write their name with the younger children attempting this task happily. There is a broad range of literature aiding the children's understanding that print has meaning. The book area, however, often fails to entice the children's interest, as

the books are stored back to front and upside down. Therefore, they are not learning to handle them correctly, to hold them the correct way up and to turn the pages. The staff encourage the children to write for a purpose, including menus and lists. The children take part in co-operative play, for example, when playing in the café, one child takes the part of a customer whilst another plays the role of waiter and a third attempts to work on the cash desk. There are few resources that aid the children's understanding about modern technology, however, and some of the toys provided are in need of repair. The children are learning about their local environment and about the necessity to care for the world in which they live. The staff discuss the advantage of recycling and trips are taken to the local recycling centre where the children dispose of their unwanted boxes and cartons.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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