

Rainbow Playgroup

Inspection report for early years provision

Unique reference number 115363
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Inspector Debra Davey

Setting address Committee Room, Community Centre, Falconwood Parade,
Welling, Kent, DA16 2ET

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Rainbow pre-school originally opened in 1992 and is provided by a parent user committee. It operates from Falconwood Community Centre, in the London Borough of Bexley. Opening hours are every weekday from 09.30 to 12.00, term time only. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 18 children may attend at any one time. There are currently 20 children on roll. Six staff work directly with the children, all have early years qualifications to NVQ level 2 and 3. The setting receives support from the Bexley Early Years Department. The group is also a member of the Pre-school Learning Alliance (PSLA).

Overall effectiveness of the early years provision

Overall the setting is satisfactory. There is a consistent staff team led by an enthusiastic manager who is keen to secure improvements. However, self evaluation does not sufficiently identify some weaknesses in the programme for learning and development. Children are happy and feel secure in a pleasant environment where staff know them well. This ensures that safeguarding and inclusion are strong and every child is valued. Partnership with parents is highly effective because links with the community are well developed.

What steps need to be taken to improve provision further?

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

- improve the programme for problem solving to ensure that children enjoy valuable opportunities to explore, investigate and find out.
- provide more opportunities for children to develop mark making skills in everyday play situations and make use of labelling to help children learn that print carries meaning.
- improve the planning for children's learning in the outdoor area.
- ensure that the assessment arrangements clearly track child progress through the foundation stage.
- further develop effective systems of self evaluation to ensure that areas for improvement are clearly identified and acted upon.

The leadership and management of the early years provision

The staff team work well together and share roles and responsibilities to ensure that children's welfare needs are met. They form good relationships with parents and children and this contributes significantly to the highly effective programme for children's personal, social and emotional development. All staff checks are in place and required policies have recently been updated, which helps to safeguard and protect children. The programme for staff training and development is ongoing, resulting in staff who are knowledgeable and able to meet children's needs

reasonably well. The system of self evaluation requires further development to be fully effective. As a result, weaknesses in the programme for learning have not been addressed. Whilst planning covers all areas and is generally sound, the educational programme lacks sufficient extension in some areas, such as problem solving and literacy. There is limited planning for the learning in the outdoor area and as a result learning is largely incidental. This is primarily because the system of assessment and tracking is not well enough developed to ensure that planning for children's next steps provides evidence of progress, in all areas of learning and development.

The quality and standards of the early years provision

Children are happy in the setting and clearly feel secure as they are cared for by adults who know them well. They arrive and are greeted eagerly by their friends who are keen to see what they have brought for 'show and tell'. Behaviour is exemplary; children sit well for circle times and are interested and motivated by discussion with adults and other children. They really enjoy the group activities, such as show and tell, or story, which are planned to be just the right length of time to sustain their interest. They share and take turns during all activities and listen well to instructions from adults, which keeps them safe. Staff devote time to planning for the long, medium and short term activities to ensure that areas of learning are covered and themes are planned, such as 'the farm' to extend children's interests and build on local outings. There is a system in place for the recording of child observations and their next steps for learning. However, it is not evident how progress is reviewed and activities changed according to individual achievements.

Children move freely from one area to another indoors and out for much of the session. The large garden is very popular and many children choose to play outdoors because it is fun. However, there is too little planning for learning in the outdoor area and insufficient monitoring to ensure that all areas of learning are consistently covered. Staff make generally good use of questioning when talking to children and provide sufficient time for them to respond. This provides valuable opportunities to develop their spoken language skills through sustained conversations with their carers. Strengths in the programme for communication have an impact on children attending for whom English is not their first language, including the use of dual language books. However, labelling is not used well in the setting to help children self-select or learn that print carries meaning. They are learning to write but overuse of worksheets and stencils limits their progress through the stages of mark making. They concentrate well on favourite activities such as using the computer or role play in the garden. Children learn to count as there is a strong emphasis on number but there are too few opportunities to investigate and solve problems. Overall, there is well focused support for individuals that fully supports the early learning goals. Children behave well because adult carers provide good role models, a happy atmosphere and have made the room attractive and welcoming. This, combined with the strengths in the programme for personal, social and emotional development ensures that children's positive attitudes and dispositions to learning are fostered well.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
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?	3

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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

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