

Rainbow Corner Playgroup

Inspection report for early years provision

Unique reference number	EY295435
Inspection date	29/04/2009
Inspector	Kay Margaret Armstrong
Setting address	Lumn Road, Hyde, SK14 1QA
Telephone number	0161 367 8667
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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).

Description of the setting

Rainbow Corner Playgroup Limited opened in 1998 and is run by an individual owner. It operates from two rooms in a single story building and is situated in the Hyde area of Tameside. There is an outdoor play area for children to use. The provision is open each weekday from 09.15 to 16.00 providing wrap around care. Parents provide packed lunches for children who stay all day. The facility operates during school term time only.

The group is registered on the Early Years Register and provides care for up to 25 children. Presently there are 71 children in the early years age range on roll, all attend for a variety of sessions during the week.

The provision employs a total of nine members of staff. Of these, eight hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's care, learning and welfare requirements are successfully promoted because the staff have secure knowledge and understanding of the Early Years Foundation Stage (EYFS). Inclusion is well fostered. A child focused and stimulating environment is created, ensuring all children and parents feel welcomed. Positive partnership with parents enables continuity of care for the children. An informal system for self-evaluation successfully identifies areas to be developed to further promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- use observations and assessments made of children's progress to identify learning priorities and inform the planning of activities.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all adults working directly with the children obtain an enhanced Criminal Records Bureau disclosure (Suitable people) 22/05/2009
- ensure that all records relating to children are maintained in a secure and confidential manner (Documentation). 22/05/2009

The leadership and management of the early years provision

The manager and staff provide a well-organised facility where children are nurtured and learn through play. Staff are deployed effectively to meet the needs of the children and support their development. The activity programmes promote children's individual learning and progress as staff have a clear understanding of the EYFS framework. Staff make good observations of children's progress which are recorded, linked to the early learning goals and well supported by photographic evidence. However, observations made do not include the next stages in children's development nor do they inform the planning. Children's learning and development are fostered well because the staff team organise a rich and stimulating environment in which their individual needs can be successfully met. The system used to evaluate the provision is informal and is in its infancy. However, improvements have been made since the last inspection and staff successfully identify areas for future development, for example, the outdoor play and mathematics area.

Suitable systems are in place to protect and safeguard children, such as robust recruitment procedures. However, these are not always fully implemented which impacts on children's safety. Staff have a good awareness of the safeguarding procedures through relevant training and induction. The procedures for health and safety checks are adhered to at all times as regular risk assessments are undertaken. This ensures the premises are safe and secure and the risks to children are minimised.

Partnerships with parents, carers and others are good, with clear procedures in place to promote inclusion. Parents provide positive feedback regarding their children's progress and they value the care their children are given. Parents are well informed of children's progress as information is shared verbally at the end of each session. Parents have the opportunity to read and are encouraged to add comments to the records of their children's achievements, which are shared with them termly. This ensures parents are aware of their children's progress and allows them to take an active part in their children's learning. All policies and procedures are readily available to parents. Records and documentation are clearly organised and maintained in good order which contributes to children's welfare. However, children's confidentiality is not appropriately maintained as not all records are securely stored.

The quality and standards of the early years provision

Children are confident, happy and lively, they part easily from their parents and are eager to explore the activities available. They are making firm friendships with their peers and have positive relationships with the staff team. The children make good progress in their learning and development because staff have a good understanding of the EYFS requirements. The staff team work together well, they create an enabling environment which supports children's progress. Continuous provision ensures children are able to self-select activities, fostering their independence and choice. Each area contains a good selection of resources which

are appropriate to the children's stages of development and are easily accessible.

Most children are observed to be confident speakers, they use expressive language well. Children chat to each other sharing ideas and are eager to tell staff their news. Children play in a print rich environment. They are beginning to understand that print has meaning as staff put names on their pictures and they listen to stories read by staff. Some children are beginning to form recognisable letters, others confidently write their name. Children freely express themselves creatively through a range of different media, they draw, paint and create beautiful butterflies. They play imaginatively in the home corner which is well resourced with household items, helping children to make connections with real life.

Trips to the park, library and into the town centre help to develop children's awareness of their local community. They celebrate different festivals and traditions throughout the year such as Chinese New Year, St George's Day, Easter and Christmas. Their knowledge and understanding of technology are developed as they use computers and programmable toys. Children marvel at reflections made by sunlight bouncing off shiny discs and take an interest in nature as they observe snails. Physical development is very well promoted as children are able to access bikes, footballs, scooters and climbing equipment. They have great fun and learn to control their bodies as they sing and dance to 'Sticky Kids'. They imagine they are walking through the jungle, 'as tall as a giraffe' or 'as little as a frog', they wriggle like snakes and are 'as ferocious as the crocodile'. They refine their fine motor skills as they use pencils, glue spreaders and scissors. Children begin to develop an understanding of mathematical concepts as they play. For example, they learn about volume and capacity as they play in the sand and water and weights, and measures as they weigh out the ingredients for a baking activity.

Children's good health is promoted well as they enjoy nutritious snacks such as warm toast and seasonal fruits which are freshly prepared. Children have a good understanding about personal hygiene and they are confident and independent in their personal care. Children learn through everyday routines some aspects of keeping themselves safe. For example, they know not to run indoors, and practise the emergency evacuation procedure so that they know and understand what to do in the event of a fire. Children are observed to be well-behaved and minor altercations are dealt with in a calm and sensitive manner. Children receive appropriate praise and recognition for their efforts and achievements with kind words and hugs from staff. Their creative work is valued and displayed which fosters children's self-esteem and confidence.

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?	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?	3

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?	3
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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