

Rainbow Playgroup Limited

Inspection report for early years provision

Unique reference number EY386680
Inspection date 30/09/2009
Inspector Sandra Hornsby

Setting address Youth Club, High Street, Gosberton, SPALDING,
Lincolnshire, PE11 4NW

Telephone number 01775841393

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Rainbow Playgroup limited was registered in 2009 and is the re-registration of Rainbow pre-school. It operates from Gosberton Village Youth centre, near Spalding, Lincolnshire. The building is accessible from the main road. The pre-school use the main play room, a large gym hall and an outside play area.

The setting gets funding for free early education to children aged three and four. A maximum of 35 children in the early years age range may attend the playgroup at any one time. There are currently 26 children aged two to under five years on roll. The provision is also registered on the compulsory part of the Childcare Register. The setting supports children with special educational needs and/or disabilities, or children who speak English as an additional language.

There are seven members of staff, five of whom hold early years qualifications to at least Level 2. Two hold Level 3 and two members of staff are currently undertaking a Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's needs are generally met through staff's recognition of children's individuality. Children benefit from the relaxed and caring environment where they make choices and are supported in their learning and development. Children make satisfactory progress. Welfare arrangements including safeguarding are adequately met, however, risk assessments do not sufficiently cover all areas in which children may come into contact. Partnerships with parents and other agencies are helping to support children at the setting and offer some continuity. Self-evaluation is honest and realistic and is an accurate appraisal of their setting. Staff are enthusiastic and motivated to prioritise areas of development to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure risk assessments identify aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment, & equipment)(also applies to the compulsory part of the Childcare Register).

20/10/2009

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

- make systematic observations and assessments of each child's achievements, interests and learning styles
- use observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child indoors and outdoors
- develop partnership with parents, sharing information and involving them in their child's continuous learning and development
- ensure staff have an up-to-date understanding of safeguarding issues and be able to implement the Local Safeguarding Children Board procedures appropriately.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are secure and staff are aware of their own procedures and arrangements for safeguarding children. They are confident about signs and symptoms and would seek advice if they have concerns. However, not all staff have been suitably trained and some are not fully aware of the Local Safeguarding Children Board procedures. Staff at the setting visually check the environment day by day and have part completed a written risk assessment. However this is not fully in place and does not reflect potential risks and hazards to children.

The setting's self-evaluation has taken into account all staff views about their work and the setting. They have a common sense of purpose and work very well together to ensure children have a good time, are safe and can achieve. Staff have a realistic view of their setting and areas of strengths and weakness have been identified in their self-evaluation. They are honest and open about their development needs and the whole staff team have the capacity to tackle these effectively with enthusiasm and commitment. Resources and deployment of staff are adequate to support children's learning, but, because planning is inconsistent, children's progress is not always monitored and supported consistently enough. The staff have contingency plans to cover staff absence and have re-deployed staff in their commitment to ensure the pre-school is sustainable. All children are treated equally and the staff promote equality and diversity to an adequate standard. Partnerships are good and the setting communicates with parents verbally on a daily basis, providing them with adequate information on how well their children are achieving. Some information about the pre-school is given to parents and registration forms and consent forms are all completed. There is a warm welcome given to parents and parents feel comfortable at the setting. Parents are aware of the accessible channels through which to communicate with the setting and they are generally kept up-to-date about main events. However, there are fewer opportunities to encourage parents to support their children's learning at home, regularly share children's files and celebrate children's achievements at home.

The quality and standards of the early years provision and outcomes for children

Staff demonstrate a sound knowledge of the Early Years Foundation Stage (EYFS) and have knowledge about their key children. Children are supported with enthusiasm and commitment as staff use various teaching techniques to support learning and development. Children have fun and enjoy their time at pre-school. Staff engage children in conversations, encourage them to participate in familiar songs and rhymes and enable them to make decisions about what they do. The environment is set out with an easily accessible range of suitable and appropriate toys and resources. Children also benefit from the outside play area which offers continuing opportunities to explore the six areas of learning. Focus adult-led activities are planned and children are encouraged to make independent choices. Children use information, communication and technology resources, such as computers with great ease and familiarity. There are labels and books around the setting for children to use with their peers or their key worker to start to understand language and literacy. Children excitedly and enthusiastically repeat the three little pigs story and know what happens next while they all participate in the story with puppets. Various mark making materials are available for children to practise their early writing skills and practise smaller fine physical movements on paper and chalk boards while other children use gardening equipment such as plant pots and soil. Children use the water tray to water the flowers with excitement. They use containers and anything they can find to transport water to the flowers. Consequently, children are making connections and exploring their outside world while learning about the things around them.

Staff undertake basic observations of what children do and monitor children's progress in some areas of learning through 'I can' documents, but staff have not yet devised effective systems to use these assessments to identify and prioritise children's learning needs. Consequently, there is limited information to use to inform planning for individual children. However, children are progressing in a satisfactory way in most areas of learning and staff are alert to difficulties children may have and support children to generally meet their needs.

Children are secure on the premises and feel safe within the setting. They are beginning to understand about their own safety. For example, they talk about fire drills and why they leave their coats when they leave the building. They are also reminded about safe scissor handling and not running inside. Children confidently approach staff to help them with personal care routines, but also show independence and confidence around the setting during play and snack time. They are building up positive relationships with peers and staff, and praise and encouragement given by staff mean children display a sense of belonging and self-esteem. Children have some opportunities to gain an understanding about diversity through activities and experiences they participate in. Healthy snacks and regular physical and outside play help children to keep fit and healthy and learn about the importance of these aspects. Children are helped to develop the fundamental skills needed for their future learning, and although making satisfactory progress in most areas, they demonstrate good skills in Information, communication and

technology. They generally negotiate with other children and make their own choices. Children want to learn and are happy at the pre-school.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability and safety of premises and equipment). 20/10/2009