

Rainbow Playgroup

Inspection report for early years provision

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Inspection date

07/10/2009

Inspector

Julie Biddle

Setting address

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Type of setting

Childcare on non-domestic premises

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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 was established in 1978. It runs from Kenton Baptist Church hall in the London Borough of Harrow. The playgroup is managed by a parents committee and operates from one main hall with use of a kitchen, toilet and washing facilities. Children have access to an outdoor area. It is open each weekday from 9.30am to 12.00pm, term time only. Access to the premises is via a ramp.

A maximum of 25 children may attend at any one time. There are currently seven children on roll in the early years age group. The playgroup supports a number of children who have English as an additional language. The playgroup employs 4 staff, including the manager, and over half hold appropriate early years qualifications.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are valued and respected and staff demonstrate a commitment to inclusion, ensuring all children feel welcome. Staff pay appropriate attention to children's emotional needs and to building relationships with them. Children's care and learning is enhanced through the provision of a varied range of play materials and the skilled interaction of the staff. The setting has the capacity to maintain continual improvement, and the manager is beginning to develop systems to monitor its effectiveness to benefit the children.

What steps need to be taken to improve provision further?

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

- undertake a risk assessment for each and every outing (Safeguarding and promoting children's welfare) 26/10/2009

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

- develop self-evaluation systems for an ongoing review of practice to identify strengths and areas where improvements are needed
- continue to develop the outdoor area
- provide children with a range of accessible resources that enable children to explore their creative talents
- continue to develop partnership especially by involving parents to extend learning at home

The effectiveness of leadership and management of the early years provision

Staff are effectively deployed across the setting, thus ensuring children are happy and secure. The setting has appropriate procedures in place to ensure children's safety and welfare. For example, a robust recruitment and vetting procedure that includes criminal records checks is in place and staff hold appropriate qualifications. Staff have sound knowledge of safeguarding children and their roles and responsibilities in reporting concerns. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. Staff are aware of protecting children when on outings and complete a visual risk assessment, however, they have not completed a written risk assessment for each individual outing that the children take part in. This is a breach of a specific legal requirement.

Children and parents are warmly welcomed into the setting and parents are encouraged to share information about their child to enable positive working relationships to develop. Parents have open access to their child's development file and relevant information is sought when a child starts to ensure continuity of care is provided.

Partnerships with others benefit the children, for example, the setting's involvement in Every Child a Talker (ECAT) and also, the staff work with the early years department to continually improve the provision for children's care and learning. Furthermore, staff are proactive in forming links with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively. The setting promotes inclusive practice; all children make equal progress because their individual needs are taken into account and they are encouraged equally to access the play opportunities on offer.

The small and motivated staff team are aware of their strengths and areas for development, although the system to monitor effective practice and continued improvement is in its infancy. The recommendations set at the last inspection have been addressed which shows the commitment and ability for continuous improvement. The staff group meet regularly to plan and evaluate previous activities. The manager is committed to ensuring that the staff within the setting attend further training and workshops to build upon their skills and knowledge. All of the provision's policies and procedures are up-to-date and underpin the practice carried out by staff.

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

Children are happy and settled in their environment and are starting to demonstrate a sense of belonging. Their emotional well-being is nurtured. The key person system and settling-in procedure is individual to each child so that they are

beginning to happily separate from their parents/carers. Furthermore, children are beginning to form positive relationships with the staff and their peers, and so feel safe and secure. They are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. Children are praised for their efforts.

The layout of the setting enables children to move around with ease as they help themselves to a satisfactory amount of play equipment and activities that staff set up each morning. Children make pleasing progress in their learning and development because staff plan a range of suitable activities. Many of the activities in the setting are child-initiated; children are confident as they ask staff for play resources of their choice. They have great fun with musical instruments as they shake tambourines and sing familiar songs such as 'Twinkle, Twinkle Little Star'. Children enjoy creative activities such as hand printing, however, plans show that the activities are repetitive, meaning children cannot access a range of creative experiences or resources.

An inclusive and welcoming service is provided by the setting; staff effectively support children and provide an enabling learning environment. They have a good understanding of the needs of children who are learning English as an additional language. Bilingual staff and dual language resources mean that children have opportunities to extend their vocabulary and participate fully. In addition, staff find out about key words used at home and use them effectively to communicate with the children. This helps the children to feel settled and included. Parents are invited into the setting to share in special celebrations and read stories in their home language.

Staff's interaction with the children is of good quality. Staff's questioning techniques challenge children and encourage them to think for themselves, for example, 'how many girls are here today?', 'how many boys?' and 'how many all together?'.

Children are learning how to keep themselves safe and they behave in ways that are safe for themselves and others. They understand that they are expected to sit at a designated table when eating snacks and to push in their chairs when they leave the table. Staff discuss a range of safety aspects, such as keeping themselves safe when they play on the beams.

Children are developing an understanding of healthy lifestyles; they are beginning to understand when it is important to wash their hands. They talk about healthy foods and how they are grown as they eat their snacks and help themselves to water when they are thirsty. Children are increasing their physical skills as they balance on beams and roll hoops.

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	3
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	3
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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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:	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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