

Over the Rainbow Playschool

Inspection report for early years provision

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Inspector Teresa Elkington

Setting address Holbrook Youth Centre, Holbrook School Lane, HORSHAM,
West Sussex, RH12 5PP

Telephone number 01403263832

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*.

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Description of the setting

Over The Rainbow Playschool has been established since 1996. It has been under its current ownership since 2009, is privately owned and operates from Holbrook Youth Centre in Horsham. Children come from within the local area and attend for a variety of sessions. The playschool operates during term time only and offers sessions on Monday to Friday from 09:00 to 12:00, along with luncheon clubs on two days a week.

The group is registered on the Early Years Register and registration is for 24 children in the early years age group. There are currently 28 children on roll. The playschool is able to support children with learning difficulties and/or disabilities and also those children who speak English as an additional language. Four of the staff team are experienced and qualified, with one staff member currently working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is successful in promoting all aspects of children's welfare and development. Children are confident and secure in the welcoming, inclusive environment. There are good procedures in place to ensure children are safe and secure. A team of caring, experienced staff work effectively together to provide a happy and harmonious experiences for all children. The setting has a strong commitment to continuous improvement and effectively identifies areas of weakness which they act upon to bring about the biggest impact on the children.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents and other providers of care to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- ensure that children's next steps are being clearly identified and used in leading future planning

The effectiveness of leadership and management of the early years provision

Children are safeguarded well, as appropriate procedures are in place which protect children from harm and neglect. All staff attend child protection training and have a sound knowledge and understanding of the setting's policies and procedures. Ongoing risk assessments are carried out to ensure that the setting and the environment are safe for the children. Policies and procedures are in line

with requirements and shared with the parents. Effective recruitment and vetting procedures ensure all staff working with children are suitable to do so.

The setting is supported by a team of experienced childcare professionals who work together effectively. They organise the available space and resources well which creates a stimulating and rich learning environment enabling children to thrive in a nurturing atmosphere. Staff deploy themselves well within the group; they take turns in the responsibilities around routine parts of the day such as snack time and coming together at the end of the session; otherwise they observe the hall well and join in with the children's play where appropriate to promote further challenge. Clear systems are in place to support the ongoing development of the staffing team, which ensures that they can reflect and develop upon their practice to enable them to strive for better outcomes for children. For example, regular staff meetings, annual appraisals and additional training. The provider and staff are working together in identifying areas for development within the setting. These are well targeted at improving areas of weakness which will have the greatest impact on the children. For example, to improve the storage facilities to encourage children to independently select resources of their own choosing.

Partnerships with parents is good. Parents speak positively of their children's experiences at the setting, and comment on their children being happy and settled within the welcoming environment, and that staff are friendly and approachable. Information gained from parents is comprehensive and forms a basis for staff to support children's individual needs. There is a wealth of information provided for parents/carers and staff regularly share developmental profiles and present termly reports as to how their children are progressing. However, currently no systems are in place to ensure a constant dialogue with Key workers or other providers of care, to ensure a shared approach to learning. Key worker staff show a sound understanding of how children are progressing, through the use of regular observations and assessments. Although at present, observations are not linked to the child's next steps. This means information gathered from observations is not fully assessed and linked to future planning.

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

Children are very happy and settled within the setting. They form strong relationships with staff and their peers and show kindness and co-operation towards others. Children approach staff for support and guidance through their daily routines and staff are very responsive to children's individual needs. They show they feel safe as they make their own independent choices about their play and move around the hall with direction and purpose. Activities are planned around children's interests and desires which ensures that they are fully engaged and eager to participate in all that is available to them. Staff utilise daily routines well to encourage children's learning. For example, children have good opportunities to develop their numeracy skills at snack times, as they count and gather cups for the number of children sitting around the table. Children show delight as they talk about item they have placed in the 'treasure box' upon arrival in the morning, providing wonderful opportunities for children to share information

of their own lives. These sessions are very well managed by staff to ensure that it is a worthwhile learning experience for all concerned as they readily prompt children's thinking through the use of open ended questions and discussion.

Children develop a keen understanding of the importance of good health. They enjoy a range of healthy fruit options, which the children themselves have contributed to from home. Snack time provides good opportunities to introduce new foods and tastes to children which provides valuable discussion points. For example, a new fruit which was brought in by another child is offered around for all to try. Children note and talk about the thin casing of leaves that surround the fruit and the colour of the berry inside the leaves. Most children are willing to have a try of the food and tell of why they do not like it, some saying it was a horrible taste, whereas others say that it did not taste sweet. However, those who did enjoy it highlighted that they really liked it and would try it again. Drinks are readily accessible at all times, enabling children to respond to their bodily needs. Children benefit from regular physical activity both indoors and outdoors which helps them to develop skills and learn the benefits of regular exercise.

Children form positive relationships with their peers, learning to play well alongside one another and showing good co-operation with one another. For example, they actively help one another, as they carry boxes to the cupboard at tidy up time, showing a willingness to participate and work together. Their understanding of right and wrong and consideration towards others is well supported by staff through their behaviour management strategies. There are good arrangements for meeting the needs of children with learning difficulties and/or disabilities or who are acquiring English as an additional language. Staff provide good opportunities for children to promote their understanding of diversity and the society in which they live through the use of resources, activities and through the array of posters which are on display, which provide positive images for children to see and enjoy and captures a sense of belonging for all who attend.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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