

Rainbow Under 5s Playgroup

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Rainbow Under 5s Playgroup is a committee-run group, which has been registered in its current premises since 2005. It is situated within the grounds of Axminster Community Primary School. The playgroup has use of a mobile classroom known as 'the unit'. This consists of a main playroom set up to provide separate areas for play, with adjoining toilet facilities. There is ramped disability access to the setting. A fully enclosed outdoor play area is available, and the playgroup also has shared use of the school playground and environment. The group is open on weekdays in term-time from 09:00 until 12:00. The setting is registered on the Early Years Register. It may provide care for up to 20 children, aged from three to five years. There are currently 31 children on the register, including 28 funded three- and four-year-olds. Children with special educational needs and/or disabilities are welcomed and supported. The playgroup employs five members of staff, all of whom have appropriate child care qualifications. Support and curriculum advice are sought from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the provision is good, because staff are very effective at promoting the children's welfare. Activities are well organised and children achieve well because they are fully included in these. Partnerships with parents and the host school and nursery are excellent and information is shared very effectively. Manager and staff clearly identify where their strengths and areas for development lie. They demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the children's knowledge of letters and sounds
- develop the use of technology for recording children's achievements

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well because staff have an excellent awareness of health and safety issues. Comprehensive policies are fully implemented. Risk assessments are conducted regularly to keep children safe and staff ensure they are very well supervised indoors and outdoors. There are robust systems in place for staff recruitment and the collection of children. Very effective use is made of the outside play area and children always use a wide range of equipment that is safe and suitable for their age.

Partnerships with parents are excellent and feedback is very positive. Parents say their children are very happy in the friendly, well organised environment. They find the staff to be very caring and receive clear, comprehensive information about topics, activities and special events, and there are very effective induction arrangements in place. Staff work hard to keep parents informed of their children's achievements and progress, by sharing the individual learning journeys with them on a regular basis. Partnerships with the nursery school and host school are excellent, and information is shared very effectively with them, especially concerning children with special educational needs and/or disabilities. There are also excellent relationships with outside agencies for these children.

Leadership and management are good, because there are good self-evaluation systems in place. Staff meet weekly as a team to plan and share assessments with one another. Good progress has been made in addressing the recommendations of the previous inspection. In particular, there has been good development of the outdoor environment and resources to provide challenge for the children in the physical area of learning. Staff demonstrate a good commitment to the development of good quality practice. They regularly access training opportunities in order to build on their existing qualifications. They work well together as a team and demonstrate a good capacity to improve. In particular, they have identified the need to develop the children's knowledge of letters and sounds and use technology to record children's achievements. They actively promote equality and diversity and all children are fully integrated and achieve well.

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

There is well-planned play both indoors and outdoors. Staff value the children's ideas and include these in the planning. Key workers share information daily and there is good use of assessment to inform future learning. Staff recognise the need to develop the use of technology to support learning and record achievements for the learning journal. Children benefit from being cared for in a bright, purposeful environment and achieve well.

The children have interesting and varied opportunities to learn through well-planned practical and play opportunities. They enjoy dressing up as 'Bob the Builder' and take part in local carnivals aboard the special float. Most children can count up to ten and beyond and they enjoy singing songs such as 'Five Little Men in a Flying Saucer' to practise their counting skills. They relate well to each other outdoors as they explore their caterpillar tunnel and count the numerals on their buckets. Creative skills are developed well as they paint pictures for their special picture gallery and create a colourful collage of the 'Humpty Dumpty' rhyme. They listen well to stories such as 'Whatever next?' and eagerly tell one another about the main characters in the story.

Children's health and safety is promoted well. They enjoy preparing their own fruit kebabs and smoothies for snack time and learn how to make healthy choices. They pour their own drinks and independence is promoted well as they engage in physical play in the outdoor area. They learn to stay safe and to handle tools

carefully when they construct models. They also benefit from talks about safety from the police, fire service and a nurse. They enjoy growing their own food outdoors for healthy soups and develop a good knowledge of how to keep themselves safe and healthy. Staff have high expectations of behaviour and are very good role models. Children behave well at all times and have good relationships with staff and each other. Festivals such as Diwali, Christmas and the Chinese New Year enrich the children's experiences. Overall, they are well-prepared for their next stage in learning in this bright, inclusive setting.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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