

Rainbows End Playgroup

Inspection report for early years provision

Unique reference number	110075
Inspection date	14/12/2009
Inspector	Jacqueline Munden
Setting address	Sir John Moore Barracks, Andover Road, Winchester, Hampshire, SO22 6NQ
Telephone number	01962 888328
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rainbows End Playgroup opened in 1983. It is run by a parent management committee and operates from the Sir John Moore Barracks in Winchester serving the local community. The playgroup is situated in purpose built, single storey accommodation with a secure outside play area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 18 children aged from two years to under eight years at any one time. There are currently 20 children aged from two to five years on roll. Of these, 12 receive funding for early education.

The group operates five days a week during school term time only, between the hours of 9am and 3pm with an optional lunchtime session between 12am and 1pm. Children may attend a variety of sessions.

There are five members of staff who work with the children, all of whom have an appropriate childcare qualification. The setting receives support from the Local Authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming environment where their health and safety are fully promoted. Generally effective systems, policies and procedures ensure their individual needs are met. Committed staff work cohesively with parents and other professionals to ensure all children are valued and included. Staff's well developed knowledge of each child ensures they successfully promote children's learning and development. Regular self-evaluation makes sure that priorities for development are identified and acted on, resulting in continuous improved outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the record system used for observation, assessment and planning to enable children's progress against the early learning goals to be tracked
- expand on opportunities for children to use writing in everyday situations for example on art work and in the role play areas, and to further develop independence at lunchtime
- review and adapt routines of the day including those at lunchtime to ensure children do not wait for long periods of time and to provide children with privacy when having nappies changed.

The effectiveness of leadership and management of the early years provision

The committee and staff team work well to provide a calm and nurturing environment where children are safe and secure. Staff have a clear understanding of safeguarding children as they are trained in child protection; new staff are informed about policies and procedures regarding all aspects of safety as part of their induction and on-going appraisal. Children are closely supervised at all times and risk assessments are used effectively to identify and minimise risks both in the setting and for outings. Systems ensure children are protected well. For example, appropriate steps are taken to ensure adults working with children and those on the committee are suitable to do so. The good deployment of staff and daily routines generally ensure children's individual needs are met well. For example a rolling snack bar enables them to independently choose when to eat and drink and they can freely access a wide range of resources and the outdoor play area throughout the session. However, at lunchtime they sometimes sit for extended periods waiting for all children to be seated at the table before eating. Although this helps them develop good manners and consideration for others, some become agitated. Effective procedures are in place to protect and promote children's good health. Suitable hygiene procedures such as wearing protective gloves for nappy changing prevent the risk of cross infection although the area used for this does not provide children with privacy.

Staff recognise the importance of having strong relationships with parents to secure children's good progress. Effective measures are taken to involve parents fully in their child's learning. For example, a key person is allotted as children start at the setting and parents meet with staff frequently to discuss their child's needs, interests and progress. Parents report they are welcomed into the setting at any time to talk to staff who provide good support and information. Parents are invited to complete questionnaires which are used as part of the evaluation procedure. The setting has implemented an effective system to liaise with other providers of the Early Years Foundation Stage (EYFS) that children attend. However, despite their efforts to share information about children, they are yet to receive any information back for them to use to further complement children's learning and development. The setting demonstrates a strong commitment to driving improvement which benefits children. All staff are involved in the evaluation process and an ongoing development plan is in place. Staff continue to develop their skills in supporting children with special educational needs and/or disabilities. For example, several have recently attended training in Makaton. Children's outdoor play experiences have been improved by the creation of a construction area with wood chippings for use with diggers and tools. Areas for further development are accurately identified. For example, some staff are trialling an additional system to help them track children's progress towards the early learning goals.

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

Children are happy at the setting where they are well supported and actively encouraged to achieve and enjoy. Equality and diversity is promoted well. Resources are easily accessible and ensure all children can take part. For example, easy grip paint brushes and a varied range of wheeled and pedal toys to meet their different physical development levels. Resources and planned activities help children learn about all people in society. Good use is made of posters and books to promote positive images of those with disabilities and resources such as multi-cultural role play clothes help children learn about diversity. Boys and girls are equally encouraged to use all resources. An additional, easy to use keyboard and mouse are provided at the computer table to enable even very young children to take part in matching and counting games. Those more able, choose to use the traditional mouse. Children who speak English as an additional language are supported well and made to feel welcome. They see words in their own language used as labels around the setting and parents are invited in to share knowledge about their cultures and language, for example by reading books to the group. Many resources promote counting and use of numbers. This is an area being promoted particularly well in everyday situations also. Children lay the table for lunch working out how many mats are needed. Number labels show how many pieces of each fruit or cracker may be selected at the snack table, children then say the number and select that number of pieces. Children use counting in songs and rhymes and when completing puzzles. Children have many opportunities to recognise their names as they self-register and bring their names at snack-time. Staff use recognised systems for learning letter names, sounds and rhymes and mark making materials are available on the writing table. Some children are beginning to show signs of writing letters of their names but this is not encouraged as a matter of course by all staff for example, on art work.

Children feel secure at the playgroup and develop a strong sense of belonging due to the good systems put in place by staff. Children feel valued as they proudly show the Christmas decorations they have made hanging on the tree. Children learn effective methods to help them take turns and manage their behaviour. For example, they use a sand timer to monitor the time they spend on the computer. High emphasis is generally given throughout the session to helping children to become independent and learn skills for the future. They learn to change from indoor to outdoor footwear, put on painting aprons and place their pictures to dry on the rack. This results in children being confident and learning self-care skills. However, opportunities to extend this independence over the lunchtime session are not used effectively. Children learn about keeping healthy as they learn good hygiene procedures. For example, they know they need to wash their hands before eating and after using a tissue to wipe their nose, throw it in the bin. Staff get to know the children well and maintain records of their starting points and observations of their progress. They use this information to plan for the next steps in each child's learning. This enables children to make good progress in all areas of learning.

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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----