



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 155323

DfES Number: 513092

INSPECTION DETAILS

Inspection Date	10/06/2003
Inspector Name	Julie Neal

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Rainbow Playgroup
Setting Address	School Lane Newton Poppleford Sidmouth Devon EX10 0EL

REGISTERED PROVIDER DETAILS

Name	Rainbow Playgroup 1030737
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ORGANISATION DETAILS

Name	Rainbow Playgroup
Address	School Lane Newton Poppleford Sidmouth Devon EX10 0EL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rainbow Pre-School is located within the grounds of the primary school in the village of Newton Poppleford. Newton Poppleford is a large village located on the A3052 between Exeter and Sidmouth in East Devon. The premises are a mobile classroom with two teaching rooms, toilets, and small kitchen. There is also an enclosed outside play area. Children attending are aged three and four years, most live in Newton Poppleford but some travel from the surrounding rural area or other nearby villages. Sessions are well attended with few vacancies. There is a team of six staff. Numbers of staff at each session is determined by how many children are received ensuring that they are appropriately supervised at all times. The pre-school is a member of the Pre School Learning Alliance. Children have opportunity to develop social skills and learn through play in preparation for the transition to full time education. There are 38 children on the roll, one of whom has special educational needs. There are 21 funded four year olds and 14 funded three year olds. No children speak English as an additional language. Sessions are term time only with full school days on Tuesday and Thursday.

How good is the Day Care?

Rainbow Playgroup provides satisfactory care for children.

The environment is welcoming and space is organised to allow children to have a choice of activities. The provision is well equipped with toys and equipment and children have are offered a good range of indoor and outdoor activities. Record keeping is generally well maintained, and policies and procedures are comprehensive, reviewed and updated regularly. These are implemented well by staff, although there is no formal process in place to assess their understanding of them

Staff promote an inclusive environment with good regard for children's individual needs. They show a good understanding of health and safety issues, and children are developing good hygiene practices. More opportunities could be made for staff and children to practise emergency evacuation procedures.

The programme of activities is generally good with detailed plans. Children are confident and interested in what they do, and have their individual needs supported well. Staff are consistent in managing behaviour, and children generally respond well, however large group size during some activities can have a negative impact.

Relationships with parents are generally good. Parents mainly feel involved with the setting and well informed about their children's progress, however parents unable to visit the setting are not fully informed about their child's progress.

What has improved since the last inspection?

At the transitional inspection the setting agreed to review its record keeping in respect of ensuring that names of additional helpers are recorded daily, and that staff records are up to date and accessible. This has been done and implemented. It was also agreed that staff training needs would be reviewed in respect of health and safety, child protection, and equal opportunities. Several staff have attended health and safety, and child protection training, and have cascaded down to others. Equal opportunities training will be part of broader training on inclusion issues that is taking place.

What is being done well?

- Policies and procedures are comprehensive and are regularly reviewed by the committee. Parents are given good information about the setting and generally feel involved (S2; S12)
- Staff have very good relationships with children. They listen to them, and explain things well at an appropriate level. They have a good understanding of appropriate strategies for managing behaviour and are consistent in their approach. (S3; S11)
- Activity plans are very detailed and show clearly what resources are needed for each activity. There are good opportunities for children to gain knowledge and understanding of other cultures. (S5; S9)

What needs to be improved?

- large group sizes, which impact on children's concentration and behaviour (S11)
- use of assessments of individual children's progress in the planning process (S3)
- frequency of fire drills and ensuring that appropriate records of these are kept (S6)
- opportunities for all parents to keep informed of children's progress (S12)

Outcome of the inspection
Satisfactory

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
3	Develop systems of assessment of children's progress that will inform planning for play and learning.
6	Carry out fire drills regularly and record these in accordance with fire services recommendations
11	Ensure group sizes are consistent with satisfactory behaviour management
12	Develop systems to ensure all parents/carers are kept informed of childrens progress.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Rainbow Playgroup offers good quality nursery education, where children enjoy learning through a wide range of interesting activities. Children make generally good progress towards the early learning goals. They make very good progress in their physical development.

Teaching is generally good, Staff have a sound understanding of the Foundation Stage and plan interesting and appropriate activities, covering all six areas of learning. Children with special needs are well supported in their learning. Small group activities are well organised and allow adults to interact effectively with children, to help develop their understanding, but large group sessions and some free play activities do not extend the learning of older and more able children. Staff are positive and consistent in their management of behaviour and children behave well in small groups, but sometimes lose interest and become restless in large groups. There are insufficient opportunities in everyday routines and activities for the development of mathematical understanding and reading and writing skills.

Staff keep records of children's work and link photographs, work samples and comments to the six areas of learning. However, no systems are in place for recording children's progress towards the early learning goals, so assessment does not reliably inform planning.

Leadership and management are generally good. The committee and staff work effectively together and roles are clearly defined. The playleader feels well supported by the committee. Staff are committed to improving their practice and attend relevant courses. However, staff induction procedures are not yet established and staff are not always effectively deployed, to give children adequate support for their learning.

The partnership with parents and carers is generally good. Parents are given very good information about the playgroup, but they do not receive details of their child's progress on the early learning goals.

What is being done well?

- Children are confident and enjoy attending Rainbow Playgroup. They have good relationships with staff and co-operate well with each other. They are enthusiastic about their learning and play.
- Children make very good progress in their physical development. They are offered many different physical activities, both indoors and outdoors, using a wide range of resources, which enable them to develop good control and co-ordination.
- Staff plan and resource a variety of interesting and appropriate activities,

linked to the six areas of learning. Staff work effectively with children in small group activities, helping them to make progress towards early learning goals.

- Parents and carers are given very good information about the playgroup through a 'Welcome Pack' and twice termly newsletters.
- The committee and staff work well together and there is a shared commitment to staff development. Policies are reviewed and updated regularly.

What needs to be improved?

- grouping of children and deployment of staff in all sessions, so that the needs of all children are met.
- planning and implementation of challenging activities for more able children, especially in maths, reading and technology
- the use of daily routines and activities to develop mathematical understanding and reading and writing skills.
- systems for assessing children's progress towards the early learning goals and recording assessments, for use in guiding planning.
- systems for informing parents and carers of their child's progress.

What has improved since the last inspection?

Since the last education inspection, the playgroup has made generally good progress. Staff have developed the system of keeping individual achievement books for children. Photographs, work samples and comments are linked to areas of learning, but parents are still not invited to add their comments. There is no system for recording children's progress in respect of the early learning goals.

The 'Welcome Pack' for parents has been updated and the committee has a system for regularly reviewing policies. Parents now receive very good information about the setting, including a twice termly newsletter.

The playgroup has bought a large quantity of resources for technology and children now have more opportunities to develop in this area, although the computers are still rarely used and children are not always supported in their learning or challenged to ask questions and investigate how things work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have good relationships with adults and other children. They are sensitive to the needs of others and usually co-operate well. They are confident in conversation and usually have a positive attitude to learning and play activities. Sometimes, when activities are not well structured, children become bored and their behaviour deteriorates.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak clearly and interact confidently with adults and other children, using a wide vocabulary. They enjoy songs, rhymes and familiar stories. They write their names, usually forming letters correctly. More able children are not sufficiently challenged in reading activities or in their understanding of words and of letter sounds. Children do not have opportunities to write for different purposes during their play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making good progress with counting and are developing one-to-one correspondence. They know the names and some features of mathematical shapes. There are insufficient opportunities for children to develop their understanding of addition and subtraction through everyday activities and routines. More able children are not sufficiently challenged through the use of mathematics in everyday routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use a variety of materials to explore and investigate. They are developing a sense of time and space through discussions about their families and contacts with the local community. There is sometimes insufficient adult involvement in technology activities, to develop children's curiosity and encourage questioning.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children take part in a very wide range of physical activities, both indoors and outdoors. They run, jump, throw and move with increasing control. They use large and small equipment confidently and safely.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy using a wide variety of materials and media to create pictures and artefacts. They sing favourite songs from memory. They describe things they have done and seen and can record these things in picture form.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- organise all sessions so that staff are used effectively and learning opportunities are maximised.
- ensure that older and more able children are sufficiently challenged in planned activities and everyday routines, especially in maths, reading, writing and technology
- establish systems to record assessments of children's progress towards the early learning goals and use these assessments to inform planning
- develop systems to inform parents about their children's progress towards the early learning goals

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.