



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY299296

DfES Number:

INSPECTION DETAILS

Inspection Date	24/01/2005
Inspector Name	Janet Armstrong

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rainbow Under 5s Playgroup
Setting Address	Axminster Community Primary School Stoney Lane Axminster Devon EX13 5BU

REGISTERED PROVIDER DETAILS

Name	The Committee of Rainbow Under 5s Playgroup 1036831
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ORGANISATION DETAILS

Name	Rainbow Under 5s Playgroup
Address	20 Hillhead Terrace Axminster Devon EX13 5JL

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 Under 5s Playgroup has been established for approximately 23 years and is situated within the grounds of Axminster Community Primary School, near to the centre of the rural town of Axminster. They are run by a committee of parent volunteers and registered to provide care for up to 20 children under the age of five years.

The playgroup is open Monday to Friday from 09.10 until 12 noon term time only. They serve the local community and places are offered to children who come from a range of different backgrounds. They cater for children with special educational needs. The playgroup is in receipt of the government funding for three and four year-olds. There are currently 23 children on the register of whom 21 are funded.

The playgroup has sole use of a porta-cabin classroom known as 'the unit'. This consists of a main playroom set up to provide separate areas for play with toilet facilities. Basic kitchen facilities will soon be available. Included in the registration is a securely fenced and gated out door play area laid to grass. The playgroup also have shared use of the school playground.

The playgroup employs a qualified play leader who holds NVQ III in child care and education and three members of staff, of whom one holds a relevant child care qualification and two who are working towards a recognised certificate.

Support and curriculum advice is sought from the Advisory Teacher and the Early Years Partnership.

How good is the Day Care?

Rainbow Under 5s Playgroup provides satisfactory care for children under the age of five years.

Organisation is good. Staff are clear on their roles and responsibilities and work well together as a team. They are supported by an effective operational plan that clearly

defines practices and procedures for them to follow. Good use is made of the space and resources to provide a warm and welcoming environment for children.

Safety is a strong feature of the setting. Staff are effectively deployed and supported by thorough systems to monitor potential hazards. Through good levels of supervision and instruction they promote the children's safety indoors, outside and on outings. Staff take positive steps to provide a clean and healthy environment for children. They encourage the children to follow good hygiene practices through daily routines, such as hand washing. Staff take appropriate steps when children are ill. They record any accidents that may occur. However, they do not always record the nature of any injuries sustained and there is no system in place for them to record any medication that may need administering.

Children are provided with access to a good range of play opportunities during the session. They have formed positive relationships with each other and staff with whom they interact well with. Staff support the children well in the activities on offer and children are happy and settled in their new environment. Staff manage children's behaviour well. They set clear boundaries and remind the children of expectations and encourage them to share and take turns.

The playgroup works well with parents. There are effective systems in place for keeping parents up to date and well informed of themes, daily activities and their children's progress through regular newsletters and formal meetings throughout the year.

What has improved since the last inspection?

Actions raised at the last inspection related to some safety aspects in the hall which were appropriately addressed at the time, but no longer relevant as the playgroup has recently moved to new premises.

What is being done well?

- A child-orientated, friendly and stimulating environment is provided for children. The premises are bright, clean and well maintained. Play provision has been set up well to provide safe areas for children to access.
- Staff have a very good awareness and understanding of children's safety. They are effectively deployed to supervise children in their activities. Staff are supported by thorough risk assessments carried out on a weekly basis to monitor safe use of the building, furniture and provision as well as assessments for each outing taken.
- Staff manage children's behaviour effectively. They are positive role models and manage behaviour with a consistent approach to encourage children to play safely and share and take turns with others.
- Partnership with parents is effective. Parents are given detailed newsletters that keeps them up to date of themes and weekly projects throughout each term. They value the communication with staff and the formal meetings to discuss their children's records of development.

What needs to be improved?

- the systems in place for administering medicines to children
- the systems in place for including any injuries sustained when recording accidents.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
7	Keep a written record, signed by parents, of any medicines administered to children.	09/02/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Develop the systems for recording of accidents to include details of any injuries sustained.

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

How effective is the nursery education?

Rainbow Under 5s Playgroup provides good nursery education with children making generally good progress in all areas of learning, especially personal, social and emotional development where progress is very good.

Quality of teaching is generally good. Staff have a good knowledge of the early learning goals and steps within. They are supported by clear planning that shows a balanced curriculum over a period of time and links the weekly activities to the steps within the areas of learning. Staff work well together as a team. They interact naturally with the children and support them well in their activities. Staff promote the children's social and counting skills very well, providing them with many opportunities to count and participate in group games. However, they do not always build on the children's existing number skills or sufficiently promote some areas of literacy and creative development. Staff manage children's behaviour very well. The co-ordinator for children with special educational needs has a good understanding of her role. Children's assessment records are clearly presented and include useful photographs and examples of the children's work. However, they do not accurately reflect children's up to date progress through all the areas of learning and are not used to guide planning.

Leadership and management is generally good. Clearly defined roles for management support the smooth running of the setting well. There are positive systems to assess staff effectiveness and how they work with parents. Systems for monitoring the effectiveness of the nursery education are not reliable enough to monitor the impact they have on the children's education.

Partnership with parents is very good. Parents are given informative and detailed written literature about the early learning goals and how the setting covers them. There are effective systems for sharing children's written records of development with parents on a regular basis.

What is being done well?

- Children are developing good social skills. They have formed positive relationships with staff and each other and work well as part of a group, sharing and taking turns, especially in group games.
- Children count reliably up to ten and beyond through daily mathematical games to develop their counting skills and recognition of written numerals, such as the pancake game, magnetic fish and dice games.
- Children enjoy exploring and investigating gloop. They experiment with the ingredients of gloop, adding water and corn flour to change its consistency. They use their hands and tools to explore the effects and changes and discuss what they see and feel.

- Children use their imagination very well in role play. They are supported by very good props and resources to develop their ideas and act out various roles, such as hairdressers, parents, animals and policemen.
- The partnership with parents is very good. There are effective systems for sharing children's written records of development with parents on a regular basis.

What needs to be improved?

- the use of assessment systems to give an accurate picture of children's progress and development through the six areas of learning and the use of these records to plan activities to support children's individual learning
- the opportunities for children to solve simple number problems on a regular basis, such as through regular activities and daily routines
- the opportunities for children to independently access books and creative resources to initiate their own art and design and express themselves.

What has improved since the last inspection?

Generally good progress has been made in addressing the key issue raised at the last inspection. At that inspection the provider agreed to simplify the assessment system to eliminate unnecessary repetition and make it more manageable.

The systems used for recording children's progress have now been simplified to avoid unnecessary repetition. Written observations are recorded onto post-it notes and placed straight into the children's folders. These are supported by photographic evidence and some of the children's work. However, staff do not make enough use of these to fully support children's development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good levels of confidence. They leave their parent with ease and join in the activities on offer. They enjoy group games and have built good relationships with staff and others. Children are well behaved and recognise the need to share and take turns. They have good levels of personal independence and are able to take care of some of their own needs, such as toileting and hand washing, dressing for outdoor play and choosing their own activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use their language well to communicate and negotiate with others, sharing their thoughts and ideas to extend conversations and their play. They distinguish one sound from another and enjoy stories in large group situations. However, they do not use books independently during the session, other than when directed by staff. Children have regular opportunities to develop their pre-writing skills. Some are beginning to form recognisable letters to start to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count up to ten and beyond through a good range of games to identify numbers of objects and written numerals. Through familiar number rhymes and some planned activities they learn to compare and solve simple number problems. However, they are not sufficiently introduced to this on a regular basis, such as through daily routines. Children learn about shape, space and size through planned activities. However, there is limited evidence of any progress in children's assessment records.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate through a good range of planned activities, such as gloop. They build and design using a variety of materials. Children use modern day technology with confidence to complete simple tasks on the computer using the mouse. They are introduced to the natural world, local environment and their own and other cultures through a range of interesting activities. There is limited evidence of progress for many of these areas in children's assessment records.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children use the indoor and outdoor space safely. They move around their new environment avoiding furniture and others at play. Children develop control and co-ordination and show good spatial awareness through regular group games, such as stick in the mud. They have irregular opportunities to use equipment to develop large and small motor skills. Children have good hand-eye co-ordination and use tools and materials with increasing skill, such as scissors, play dough and threading.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore texture, colour and shape through a good range of adult-initiated and structured creative activities, such as junk modelling, leaf rubbing and many different painting techniques. They are unable to access resources to initiate their own art and design and express themselves. Children enjoy musical instruments to explore sound and rhythm. They use their imagination well in a variety of situations to act out familiar and imagined roles, such as the animals in the African village.	

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

- complete the assessment systems to give an accurate picture of children's progress and development through the six areas of learning and make greater use of these records to plan activities to support children's individual learning
- extend opportunities for children to solve simple number problems on a regular basis
- provide sufficient opportunities and support for children to independently access books and to creative resources to initiate their own art and design and express themselves.

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.