



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 140447

DfES Number: 591051

INSPECTION DETAILS

Inspection Date	26/04/2004
Inspector Name	Gabrielle Pollock

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rainbow Playgroup
Setting Address	Baptist Church Hall 2 Dukes Avenue London N10 2PT

REGISTERED PROVIDER DETAILS

Name	The Committee of Rainbow Playgroup Parent Management Committee
------	--

ORGANISATION DETAILS

Name	Rainbow Playgroup Parent Management Committee
Address	2 Dukes Avenue Muswell Hill London N10 2PT

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 Playgroup is a voluntary committee led organisation that opened in 1979. It is situated in the Muswell Hill area, within easy walking distance of local amenities and local bus routes. It operates from a church hall and has access to a small lobby area, a large hall, second smaller room for use in emergencies, kitchen and toilet areas. The playgroup serves the local community and beyond.

There are currently 32 children aged from 2 to under 5 years on roll, this includes 17 funded three-year-olds and 5 funded four-year-olds. The playgroup currently supports 4 children with special needs and 18 children who speak English as an additional language.

The playgroup opens five days a week, term time only, from 09:30 to 12:00.

Four full time staff work with the children, all of whom hold Early Years qualifications, the person in charge and another member of staff are working towards level 3 qualifications. The setting receives support from a teacher/mentor from the Early Years Partnership and are part of an accreditation scheme.

How good is the Day Care?

Rainbow playgroup offers good quality care for children. Well written policies that are understood by staff help support a well-resourced, organised environment, with clear daily routines that generally help children feel secure and settled. However deployment of staff at times of settling in and with larger groups of children could be improved. Records are maintained well and organised to ensure confidentiality. The complaints procedures lacks details of the regulating body.

The premises are safe and clean and staff encourage good hygiene practices in children. One staff is first aid trained and clear procedures are in place should a child become ill. Staff have a very good understanding of how to implement equal opportunities in practice and develop children's understanding and respect for differences. Positive behaviour is encouraged in children and they respond well to

staff guidance. Staff have a sound knowledge of child protection issues and of procedures to follow should they have any concerns.

A good variety of age appropriate play materials and stimulating activities are creatively displayed and easily accessible to children. Staff observations of children and their good interaction ensures staff know the children well. Effective planning ensures children's learning is promoted in all areas and that children are provided with opportunities that encourage them to explore and investigate their environment.

Staff work in partnership with parents and information on the children's activities and progress is exchanged on a regular basis.

What has improved since the last inspection?

Since the last inspection the group have devised written procedures to follow should allegations of abuse be made against a member of staff.

What is being done well?

- Staff work hard to create a stimulating, learning environment. Activities are displayed creatively and encourage children to move freely and independently and make their own choices.
- Staff carry out effective planning to ensure that children can explore and investigate and mix well with their peers. They offer children a variety of sensory experiences and plan activities that help them learn about the world around them.
- Staff have a good understanding of equality issues and a commitment to an inclusive environment for all parents and children.
- Positive behaviour is actively encouraged and children are well behaved. The management of behaviour policy is understood by staff and parents and implemented well in practice.
- Staff have good relationships with parents and there is a strong emphasis on parental involvement within the group. There is regular exchange of information on all nursery issues and children's activities and progress.

What needs to be improved?

- the organisation of staff deployment when settling children and when in larger groups
- the written detail of the complaints procedure.

Outcome of the inspection

Good

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

Std	Recommendation
2	Organise deployment of staff, when settling children and group children to ensure continuity of care and that all children's needs are met.
12	Include details of the regulating body in the complaints procedure.

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

How effective is the nursery education?

The Rainbow Playgroup provides children with a stimulating well resourced environment, which helps them make generally good progress towards the early learning goals and very good progress in the area of physical development and knowledge and understanding of the world.

The teaching is generally good. Staff carefully plan and assess children's progress following the stepping stones to children's learning in all six areas. Interesting activities are planned and provided although staff are not always deployed to ensure that they are regularly extending children's learning in each area for example, with water and sand play, or extending the focus activities for more able children. Children relate well to each other and their behaviour is good during free play periods. This is less so in some group times, which do not sustain children's interest and are not planned to match children's ages and level of understanding.

An effective system has been developed to support children with special educational needs. Children who do not use English as their first language are helped to participate, but some group times do not meet their needs so children lose interest and learning opportunities are lost.

Leadership and management are generally good with some very good aspects. The responsibilities are divided between management committee members and the manager very effectively, each having a clear role. Ample time is provided for staff training, and for discussion and planning. Monitoring and evaluation systems are in place but these have not yet led to the weaknesses identified being addressed.

Partnership with parents is very good. New parents receive comprehensive information about the playgroup. Parents are able to regularly read children's records of achievement, which are attractively presented, and to meet with staff to discuss their children's progress. Parents are actively involved as helpers on a daily rota and as members of the management committee.

What is being done well?

- The environment is very well planned. The wide choice of activities and the accessibility of resources fosters children's independence and ability to make choices very effectively.
- Children's agility and dexterity is promoted well by the challenges offered by the daily choice of large play equipment, and the extensive range of tools and implements children use for cooking, art and woodwork.
- Children's creativity and imagination is encouraged very effectively by the quality of the role play areas that staff have created, and the freedom they give children to use these resources imaginatively.

What needs to be improved?

- the adult's role in maximising the potential of activities for children's enjoyment and learning particularly in relation to music and children's early maths and literacy skills
- the organisation of large and small group times to ensure they are planned to meet children's individual needs

What has improved since the last inspection?

At the last inspection the key issues for improvement were to ensure a balanced coverage of all the early learning goals and to extend the daily focus activities for more able children. Progress in addressing these has been made but is limited. All aspects of each learning area are now covered, but the teaching of some aspects is not sufficiently integrated into the activities to make this learning fun for the children. Extension ideas are planned for many focus activities, however, the challenges they offer children are limited.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in this area. Children play confidently and independently. This is helped by the well organised room and the accessibility of resources. Children's self help skills are well developed, children are able to pour their own drinks with great control at snack time. Children's behaviour is generally good however, some struggle to concentrate at group times. They relate well to staff and some children have developed strong friendships with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in this area and many are able to express their ideas and experiences clearly. Some know letter sounds and names and can recognise and write their own names. However, younger children struggle to focus at these teaching times and older children's early reading and writing skills are not developed further by the activities. Storytimes do not always hold children's attention. Children enjoy using the well resourced book corner and sharing books together.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in this area. They are gaining a good understanding of shape, size, measurement and weight, as part of some of the interesting projects they explore. They measure each other's height with straws and cooking ingredients by the spoonful. Some children can count to ten and above, however, there are not sufficient opportunities for older children to develop further counting and simple calculation skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children are making very good progress in this area. They have good opportunities to explore the natural world through planned themes and nature walks. Children's interest in technology is fostered through the use of a tape recorder and calculators and they make complex constructions in block play. Children learn about the roles of people in the community through visits and visitors to the playgroup and good role play resources. They celebrate a range of cultural festivals.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are making very good progress in this area. They have good co-ordination, and are learning to climb and balance confidently. Children use a wide range of large and small equipment during each session. They use tools for cooking, woodwork and art safely and with control. Children learn about their bodies and how to care for them, for example they listened to their hearts beating with stethoscopes and learned how to care for their teeth with the aid of a visiting dentist and nurse.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are making generally good progress in this area. They make good use of the paints, collage, drawing and modelling materials available each day. Children express and share their ideas as they work side by side at the easels. Children's interest and enjoyment of music is less well fostered as sessions are not always organised to meet the needs of different children. They create complex stories which they act out in the role play areas which are very well presented.

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

- Maximise the potential of the activities provided. Build more exciting, age appropriate, music and early maths and literacy learning opportunities into the provision. Deploy adults more effectively so that each activity area regularly has an adult present to support younger children's play and to extend the experience for older children.
- Review the large and small group times. Ensure that they are organised to meet the needs of the different ages and abilities of the children. Ensure that there is an appropriate balance of sitting down times and lively physical play.

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.