



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY274455

DfES Number: 522367

### INSPECTION DETAILS

Inspection Date 14/09/2004  
Inspector Name Pamela Edna Friling

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Rainbow Corner Play Group  
Setting Address 18 Hardwicke Bank Road  
Northway  
Tewkesbury  
Gloucestershire  
GL20 8RP

### REGISTERED PROVIDER DETAILS

Name Rainbow Corner Playgroup

### ORGANISATION DETAILS

Name Rainbow Corner Playgroup  
Address 18 Hardwicke Bank Road  
Northway  
Tewkesbury  
Gloucestershire  
GL20 8SD

## 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 Corner Playgroup operates from a ground floor extension to a private, detached, house in Northway, a residential area of Tewkesbury. The playgroup serves the local community. The house is within easy walking distance of local amenities including schools, shops, parks and open countryside. The playgroup is a member of the Playgroup and Toddler Association.

Rainbow Corner Playgroup operates during school terms on Monday to Friday from 09.15 until 12.00 and from 13.00 until 15.45. Funded places are available for children aged 3 and 4 years and at present out of a total of 36 children attending the playgroup there are 29 funded 3-year-olds. There are no funded four-year-olds, or children with English as an additional language, attending at present. The playgroup supports children with special needs.

Children have use of the main playroom, messy room and home room. The children are able to use the rear garden, with grassed, bark and hard surfaces for outdoor play.

The playgroup employs three full-time childcare staff. Two staff hold recognised childcare and education qualifications at level three. All staff have attended training courses in first aid and child protection. The playgroup receives teacher support from the Early Years Childcare Services' Foundation Stage Consultants.

### How good is the Day Care?

Rainbow Corner Playgroup offers satisfactory care for the children who attend.

The playgroup offers a very warm welcome to the parents and children. The group has all required policy statements to ensure its smooth operation with just the policy for equal opportunities limited in its detail. Staff conduct thorough risk assessments to identify hazards and to ensure the premises are safe and secure. Staff are deployed effectively to supervise the children as they play to ensure their safety.

Daily routines are well established and understood by the children who are developing good independent skills as they tidy away their toys, manage their own personal needs and take an active part in snack preparation and serving. Children's hand washing routines and the serving of snack food directly onto the tablecloth do not adequately promote good hygiene.

The strong staff team provide a range of planned and well-resourced activities to encourage all round development. Toys and equipment are of good quality and include a wide range of items that promote awareness of other cultures. The staff form good relationships with the children, engage them in conversation and offer praise and encouragement at every opportunity. Boundaries for acceptable behaviour are clear and children's inappropriate behaviour is dealt with consistently. Some distraction occurs during whole group activities when less mature children loose concentration.

Good support is offered to children with special needs with appropriate adaptations to the environment and resources to ensure inclusion.

Parents are provided with good information regarding the playgroup with regular newsletters, informative notice boards, diaries and daily opportunities to talk with staff.

#### **What has improved since the last inspection?**

Not applicable as this is the first inspection since the change of ownership.

#### **What is being done well?**

- The premises offer a warm, welcoming, clean and well-maintained environment for parents, children and staff. The outdoor area is exciting for the children and offers many opportunities for the children to explore and investigate.
- Toys and resources are clean and of good quality. They are stored to provide ease of access in low-level, well-labelled boxes.
- The staff team know the children well and offer them and their parents a warm welcome on arrival at playgroup. They interact well with the children encouraging conversation and listening with interest to the children's responses.

#### **What needs to be improved?**

- routines for hand washing and food serving to promote hygiene
- grouping of children to meet individual needs
- policy for equal opportunities.

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

Std	Recommendation
2	Ensure that child grouping and staff deployment meet individual children's needs.
7	Ensure daily routines are effective in promoting hygiene.
9	Extend and clarify equal opportunities policy prior to sharing it with parents.

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

### How effective is the nursery education?

Rainbow Corner Playgroup provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are enthusiastic and provide an interesting and balanced curriculum to encourage progress in all six areas of learning. Activity plans do not show clear links with the stepping stones and are not informed by systematic observation and assessment of the children to extend individual learning. Children have many opportunities to explore and investigate in the garden as they dig for worms and observe, over the seasons, the growth of flowers they have planted. They join in enthusiastically with the many playgroup action songs and are developing good counting skills. There are good systems in place to support children with special needs. Staff act as good role models for the children to follow and they manage behaviour well.

The leadership and management are generally good. The staff team understand their roles and responsibilities and work well together to build on the quality of the provision. Staff are encouraged to identify and access training opportunities. Present systems to monitor and evaluate the curriculum are not effective.

Partnership with parents is generally good. Parents and staff share information informally about the children on a daily basis. Parents are encouraged, through regular newsletters, weekly diaries and access to written details of the planned activities to be involved in their child's learning. They have opportunities to contribute to their child's assessment records through comments in the weekly diary. Staff provide information on the Foundation Stage of learning but this contains insufficient detail about the stepping stones leading to the early learning goals. This limits parental involvement in their child's education.

### What is being done well?

- Staff provide a warm welcome to all. They show respect for each other and the children and model good behaviour well. Staff use praise well to boost the children's self esteem and encourage children to be independent.
- Children are developing good mathematical skills through effective use of daily routines to encourage counting and practical calculation.
- Staff plan and provide many opportunities for children to observe and explore nature in the playgroup garden. Children are encouraged to dig, plant and observe change.
- Children have learnt a wide repertoire of action songs that they sing enthusiastically.

**What needs to be improved?**

- systems for observation and assessment to ensure that all children build on prior knowledge
- planning to ensure activities have clear learning objectives linked to the stepping stones
- information for parents regarding the stepping stones.

**What has improved since the last inspection?**

Not applicable as this is the first inspection for this registration.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle quickly to daily routines. They show independence as they choose activities and take responsibility for their personal care. Organisation of some group activities does not cater effectively for all the children, so that they are learning to listen and join in. Children respond well to adults who manage their behaviour appropriately. They play well together and are encouraged to resolve their differences, for example by saying sorry to each other and discussing feelings.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing good speaking and listening skills. More able children show confidence as they share news with the group. Large story books are used effectively by staff to encourage children's involvement with group stories such as 'Handa's Surprise', where children take on the roles of characters in the story. Children practise emerging writing skills as they name their work and make lists and notes as they play. Correct letter formation is not routinely encouraged for the more able.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently as a group and the daily routines are used effectively to consolidate skills. They join in enthusiastically with number songs and rhymes that help to reinforce learning and understanding of practical calculation. Children recognise and use names of some shapes as they describe objects and make pictures. Opportunities are missed to extend and challenge the more able children to match numerals as they play. Children sort and match confidently and can recreate patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The playgroup garden is used effectively to encourage the children's understanding of nature. Children demonstrate good observation and investigation skills as they dig for worms, describe the worms' movement and how they feel on their hands. Children are developing an understanding of culture through the multicultural resources and displays provided and they talk well about past, present and future events. The position of the computer limits its use as a tool for the children's learning.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children receive a good variety of physical activities in the well-equipped outdoor play area. They have fun and take appropriate risks as they climb, slide and balance, repeating actions to increase confidence and consolidate learning. Some children show limited control of speed and direction as they pedal and push wheeled toys. Children regularly use tools for a variety of purposes and show developing skill, for example, as they competently cut apple shapes with scissors and dig in the garden.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children are beginning to express themselves through a range of media, for example collage, play dough and paint. Children select paint colours from the interesting range provided by staff. They sing familiar songs enthusiastically and use musical instruments to accompany their singing. Children use their imagination in the changing scenarios in the 'home room'. Close supervision by staff in this small area restricts children's creativity as they look to the adult for guidance.

**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**

- develop systems for observation and assessment that are effective in informing short-term planning so all children build on prior knowledge
- ensure activities have clear learning objectives linked to the stepping stones so that individual children's needs are met and their progress monitored
- extend information for parents regarding the stepping stones to increase their understanding of, and inclusion in, their child's learning.

*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.*