



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 508633

DfES Number: 532673

INSPECTION DETAILS

Inspection Date	19/01/2004
Inspector Name	Jaqueline Nina Sewell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	RAINBOW PLAYGROUP
Setting Address	Streatfield Road Harrow Middlesex HA3 9BS

REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee of Rainbow Playgroup 291164
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ORGANISATION DETAILS

Name	The Committee of Rainbow Playgroup
Address	32 Culver Grove Stanmore Middlesex HA7 2NN

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 was established in 1978 and registered under the Children Act from 1989. It runs from Kenton Baptist Church hall situated in a residential area of Kenton, Harrow, close to local amenities. It operates from one main hall with use of a kitchen, toilet and washing facilities, storage and access to an outside area. The group is open during term time only, from Monday to Friday, 09.30 a.m. until 12.00.

The group takes children from the local community and further a field, with a mixture of socio-economic and cultural backgrounds. Most children have English as a second language with Tamil and Gujarat as the predominant languages spoken. There are currently 22 children on roll. Sixteen of these include three funded three year olds, and six two year olds. There are no children with special educational needs.

The leader plus 5 staff work with children. All have recognised early years qualifications including the pre-school practice diploma. The playgroup is a member of PSLA. The setting receives support from Early Years Development Childcare Partnership.

How good is the Day Care?

Rainbow play group offers satisfactory quality care for children. The staff have many years of experience and hold relevant childcare qualifications. There is a commitment to training and a clear recruiting procedure. Documentary evidence of vetting the suitability of all staff needs to be up dated and held securely on the premises. The nursery is well organised which allows staff to work closely with the children. Children are settled and well behaved, they have plenty of space to move around freely. Children with special needs and English as a second language are supported effectively.

Staff have a generally good understanding about safety issues and follow appropriate hygiene processes. Equipment is not available to support children when using the toilet facilities and a storage heater in the toilet area poses a risk to

children.

The staff team are developing a sound understanding of planning and assessment. Overall they provide a stimulating and balanced range of activities. The role play areas are particularly well organised to support children's creative development. At times activities can lack challenge for more able children and conversation is not used effectively to encourage children to talk and think.

The group has a very good working relationship with parents and carers. The setting is very welcoming and encourages parental involvement. The parent volunteer system is supported very well by both parents and good information is provided about the curriculum and operational procedures. The staff have a satisfactory understanding of child protection issues. However, the policy and procedure for reporting allegations made against a member of staff are to be developed and staff are yet to attend any child protection training.

Documents and records are effectively organised, accessible for inspection and shared with parents. The register of attendance for staff and children requires times of arrival and departure.

What has improved since the last inspection?

At the last inspection the provider agreed to monitor and review the food handling procedures and to develop the policy and procedure for medication and lost or uncollected children.

Well written policies for handling food, administering medication and dealing with lost or uncollected children are now in place and safeguard children's welfare.

What is being done well?

- Staff provide a welcoming environment to parents. There are many opportunities for parents to be actively involved with the playgroup and good information is provided about the types of activities offered.
- The leadership and management of the playgroup provides a clear vision for parents and staff. There is an emphasis on staff development through training to improve the care and education for all children.
- The inside space is used effectively to support children's physical development. Children have large rooms where they can move around easily and choose between the different activities.
- Well planned role play activities support children's creative development.
- Children are well behaved and are learning to share fairly as a result of the staff who provide good role models.

What needs to be improved?

- the child protection policy, to include procedures to be followed in the event of an allegation made against a member of staff and staff's attendance on child protection training.
- safety, regarding children's access to the overheated storage heater in the toilet area
- equipment, to support children using the toilet and washing facilities.
- the suitability of staff working with children in regards to enhanced criminal reference bureau checks and availability of staff recruitment records, stored securely on the premises.
- the registration system for staff and children to show time of arrival and departure
- the role of adults in activities and routines, to talk to children encouraging the use of language.

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
3	Improve the use of discussion and questioning in activities and routines to encourage children to use language for communicating and thinking.
13	Develop (staff's) knowledge and understanding of child protection issues through attendance on relevant training courses.
13	Develop the child protection statement to include the procedure to be followed when an allegation is made against a member of staff.
14	Maintain a daily record of attendance for staff and children showing times of arrival and departure.
14	Ensure records regarding the suitability of staff are held securely on the premises and are accessible for inspection.

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

How effective is the nursery education?

Rainbow Playgroup offers children generally good quality education.

Children make generally good progress towards the early learning goals. They make very good progress in aspects of creative development. There are significant weaknesses in communication, language and literacy.

The quality of teaching is generally good. The key strength in creative development is due to the emphasis placed upon role play. Staff develop a secure knowledge of the stepping stones towards the foundation stage of learning. This gives children access to a generally well balanced and organised curriculum. Appropriate support is given to children with special needs and to those who require first language support.

The key weakness in communication language and literacy is due to the staff's limited use of conversation and questioning to encourage children's use of language. Children choose from the good selection of books in the attractive book area. They have less opportunities to recognise simple words as labels around the room or to practise their pre-writing skills in everyday activities. The programme for knowledge and understanding of the world lacks good opportunities for children to investigate their environment and the natural world.

The assessment of children's learning matches the stepping stones and informs future plans. However, staff do not always use the information about children's individual achievements to focus their teaching to extend activities effectively for more able children.

The leadership and management is generally good. There is a sound understanding of good early years practice and a commitment to staff development through training and consultation.

Partnership with parents is very good. Parents are encouraged to become involved with their children's learning and are well informed about the curriculum.

What is being done well?

- Children's behaviour is supported by the sensitive approach of staff who provide good role models as they encourage them to share fairly.
- Staff plan interesting practical activities for role play that support children's creative development.
- Strong leadership and a harmonious staff team are committed to improving care and education for all children. They make effective use of the support from the qualified teacher at the Early Years and Child Care Partnership, the Pre School Learning Alliance, conduct regular planning meetings and attend

relevant early years training.

- Staff are developing a sound understanding of the stepping stones. They use the Foundation Stage Curriculum Guidance effectively to make detailed plans. This provides children with a good balance of activities.
- Staff work very well in partnership with parents. Parents are directly involved in the nursery and their child's development.

What needs to be improved?

- The programme for communication, language and literacy to encourage children to use language for communication and thinking, to practice pre-writing skills and to recognise simple and familiar words.
- The programme for knowledge and understanding of the world to include a greater range of practical activities to encourage children to ask questions and identify features about their environment and the natural world.
- The use of assessments of children's individual achievements to plan high quality challenges, particularly for more able children in every day activities and routines.

What has improved since the last inspection?

This is the first inspection for funded nursery education. Since providing places for funded children the provider has made good use of support from the Early Years and Child Care Partnership and the Pre School Alliance to improve the care and education for all children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children display a high level of involvement in activities as they concentrate on different tasks. Children learn how to share and are well behaved due to the sensitive approach of staff who are good role models. The organisation of large group time does not meet the needs of all children and break times do not offer good opportunities for children to learn personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children do not use language well as they are not encouraged effectively by staff to use language for communication and thinking in activities and routines. They develop their reading skills as they use books correctly. Labelling is not used effectively to support reading skills. Children make marks and practise writing for a purpose in role play although there is less challenge for them to practice pre-writing skills during everyday activities or to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Many children solve problems using mathematical concepts such as construction, puzzles and matching shapes and colours. Children use mathematical language correctly to recognise numerals and numbers along a scale. Staff introduce numbers effectively in practical activities. Staff sometimes miss opportunities in practical activities and routines to extend the learning of more able children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use tools and techniques competently and safely to construct and create. They learn about each others families and cultures as they celebrate festivals and talk about items on the interest table. Well planned activities encourage children to use programmable toys and to investigate how things work. They spend less time learning about features of their environment and the natural world.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and imaginatively, showing awareness of others as they use the indoor climbing frame. They use a range of small equipment such as rolling pins and shape cutters with increasing dexterity. They enjoy matching different actions to songs. They learn about good health through routines such as hand washing. The outside area is not used regularly for children to run around and more able children are not always challenged effectively in the use of tools and equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children express their ideas freely through a good range of activities such as role-play, painting and modelling clay and Play - Doh. They explore sound and rhythm using musical instruments and singing action songs. They participate in story time but more able and older children do not use their imagination to make up their own stories.	
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

- Evaluate and improve the use of assessment to ensure plans offer sufficient challenges for more able children in every day practical activities and routines.
- Evaluate and improve the plans for communication, language and literacy to encourage children to use language for communication and thinking.

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.