



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146864

DfES Number: 546194

INSPECTION DETAILS

Inspection Date 04/10/2004
Inspector Name Margaret Coyne

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rainbow Playgroup (Royston Community Assoc)
Setting Address Burns Road
Royston
Hertfordshire
SG8 5PT

REGISTERED PROVIDER DETAILS

Name The Committee of Rainbow Playgroup 276306

ORGANISATION DETAILS

Name Rainbow Playgroup
Address RCA (Royston Community Association)
Coombes Community Centre, Burns Road
Royston
Hertfordshire
SG8 5PT

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 opened in 1998. The playgroup operates from the Royston Community Association Centre located in a residential area of Royston. The playgroup has access to a playroom and large hall. There is also an enclosed outdoor area. The group serves the local community and surrounding areas.

There are currently 28 children from 2.9 years to 3.9 years on roll. This includes 15 funded three year olds. The group supports a number of children with special needs and has systems in place to support any child with English as an additional language.

The Playgroup is open five days a week term time only. The morning session operates from 9.30 until 11.45 and an afternoon session is available for children on a Monday only and operates from 12.30 until 14.45. Children attend for a variety of sessions.

There are four full time members of staff and one part time member of staff who work directly with the children. Over half the staff have an early years qualification to NVQ level two or three. One member of staff is currently working towards a recognised early years qualification.

The school receives support from an early years teacher and a mentor from the Early Years Development and Childcare Partnership. The group have recently completed the Herts Quality Standard award.

How good is the Day Care?

Rainbow Playgroup provides good quality care for children. The premises are well managed with a relaxed and friendly atmosphere.

The operational plan covers all areas of the day-to-day running of the group. Children benefit from a high standard of support from staff including any child with special needs. Most records and documentation are in place for the safe and

efficient management of the group. The manager and staff are committed to developing the care provided and have completed the Herts Quality Standard award. Staff have a clear awareness of risks to children's health and safety and suitable precautions are taken to ensure risks are kept to a minimum. However care must be taken to ensure plug sockets are not left uncovered. Children are aware of good hygiene practise for example when washing hands. Staff and children take part in regular fire drills. However these are not recorded in an informed manner. The group have a supportive committee who are actively involved with the group.

Space is used effectively and the activities are purposeful, stimulating and interesting which all children enjoy. Resources are well presented to encourage children to play. Staff are fully involved with the children supporting their play and building warm and trusting relationships. Staff encourage and praise the children's achievements and efforts. There are relevant systems in place to assess and monitor any child with special needs. Staff implement the behaviour management policy consistently, children are aware of the boundaries and are well behaved. Children enjoy a social snack time although they do not always have a varied choice of snack.

There is a useful range of information available to parents both written and displayed on site. Parents receive detailed information about activities in the prospectus and newsletters and receive information about the daily activities which give them opportunity to be involved in their child's care, learning and play.

What has improved since the last inspection?

At the last inspection the provider agreed to produce evidence of the no smoking policy, to produce a suitable risk assessment and details how this will be implemented, to provide fresh drinking water for the children at all times, to show what steps will be taken to prevent the spread of infection particularly in the washroom area, to produce a method to record any incidents, to ensure all staff records are kept on site and include details of induction, recruitment, training and qualifications, to have a suitable procedure for any complaints.

All actions have now been met. A no smoking policy is in place and implemented throughout the building. A suitable risk assessment has been introduced and is carried out daily, weekly and termly. Areas of possible risk are identified and action taken to minimize them is shown. Children are offered fresh drinking water after activities and can ask for a drink at any time. Positive steps are taken to prevent infection spreading in the washroom with the use of soap dispensers and paper towels. A confidential system is in place to record any incidents. all staff details are kept on site and these include all relevant details according to post. A suitable complaints procedure is in place and information is available to parents.

What is being done well?

- Children enjoy a range of interesting, stimulating and challenging activities which they can freely access. Children confidently move around the room and are occupied during the session. Staff are fully involved with the children,

interact well and are attentive to their needs.

- Staff are responsive to the needs of all children with particular care provided for any child with a special need. Children are included in all activities and have a high level of support. Activities are adapted to suit each child's needs. Individual play plans are in place to provide staff with further insight into ensuring children can get the most from the activities on offer.
- Staff implement the behaviour management policy well and children respond to direction from staff. Children know what is expected of them which has an impact on their feelings of security and confidence. Behaviour was very good from all children attending.
- Staff work in partnership with parents and are friendly and approachable. There is a high standard of information provided for parents to enable them to play an active role in their child's care, learning and play.

What needs to be improved?

- safety, with regard to children's access to the plug sockets
- documentation, with regard to providing full details of fire drills undertaken and the procedure to follow in the event of any allegations against a member of staff
- snack time, to ensure children are provided with varied, healthy and nutritious snacks.

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
6	Ensure plug sockets are safe or inaccessible to children.
14	Devise and implement a system to record fire drills in an accurate and

	informed way and develop a procedure to follow in the event of any allegations made against a member of staff.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Rainbow Playgroup is good. It enables children to make very good progress towards the early learning goals in their physical and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a valuable perception of the early learning goals. Planning ensures staff introduce children to most elements of the stepping stones. Children's assessments effectively track and monitor the children's progress and are used to inform future planning. Staff are well deployed throughout the session offering activities that engage the children and maintain interest. Staff encourage children to develop their knowledge of mathematical concepts and use resources well. A range of purposeful activities are provided to encourage children to explore and investigate through play, use their creative abilities, develop good communication skills and develop their physical capabilities. Staff have built warm relationships with the children, foster feelings of security and build children's confidence. Children behave well and respond to direction from staff. Good systems are in place to support children with special educational needs.

Leadership and management is generally good. A dedicated manager works closely with a committed staff team. The group continually monitors and evaluates their practise in order to provide an effective educational program. Action plans have been identified as an area to develop to evaluate and implement changes.

The partnership with parents and carers is very good. Parents are welcomed by friendly and approachable staff who are available for informal and formal discussions. Parents have opportunity to access activity plans and receive detailed information about the Foundation Stage and the daily activities so they can extend learning at home. Children's assessments are shared regularly and parents are fully involved in their child's learning.

What is being done well?

- Children's curiosity and imagination is skilfully developed as they explore self-selected activities such as the role play area, creative area and when investigating different textures while engaged in bark rubbing. They work and play independently and are well supported by staff.
- Children's personal, social and emotional development is well fostered. This enables the children to feel settled, happy, secure and confident in the group. Children are learning to share and play cooperatively. They are aware of the routine and know what is expected of them. This impacts positively on their behaviour and feelings of security.
- Children's communication skills are developing well as they discuss personal

events and when expressing themselves. One child when asked if he would like a snack replied 'no thank you I'm a little busy right now'. Children converse with each other using forms of speech that are influenced by adults and their experience with books.

- Children's physical development is progressing well as they take part in activities such as climbing, balancing, pedalling bikes and moving their bodies in different ways. Their dexterity and hand and eye coordination is developing as they make use of construction equipment, manipulate playdough, thread, pour and use a variety of one handed tools.

What needs to be improved?

- opportunities for children to increase their independence skills particularly at snack time
- opportunities for children to write and make marks
- opportunities for children to explore shapes particularly two and three-dimensional shapes
- opportunities for children to extend their understanding of ICT.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are gaining confidence in the setting. They are forming attachments and are aware of the routine and activities of the day. They are learning to share and play co-operatively together. Their independence skills are well fostered by staff in most areas although this is not extended at snack time. Staff praise and encourage the children, this impacts positively on their self-esteem. Staff organise a well ordered environment so children know what is expected of them and behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication skills are developing as they use language to express themselves, to discuss wants and needs and to recall personal events. Children identify some sounds and letters in their names and older/more able children can word build with magnetic letters. The children enjoy using books and the book area is well supported by staff. They have an awareness that print carries meaning. However limited opportunities are presented to encourage children to write and make marks.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a growing concept of numbers and counting. Most can count to six and beyond. Some children recognise numerals and can follow sequence in a jigsaw clock. Their problem solving skills are fostered by staff as they compare size of towers made from pegboards and use simple calculation to make them the same size. Their shape recognition is developed with shapes around them and drawn on name cards. However children have few opportunities to explore two and three-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious as they discover the different textures of logs and take rubbings from the barks. They are developing an understanding of time as they associate times of the day with events such as bedtime and lunchtime. They have a growing awareness of past, present and future. Children experience change with simple experiments and when growing seeds and grass potato heads. Resources are limited to promote ICT skills in order to support children's learning in this area.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a range of equipment both inside and outside to develop large motor skills. They confidently climb, jump, pedal, balance and negotiate available space using the outdoor area and the large hall. They move with confidence experimenting with different ways to move around the room. Children's dexterity is developed well they have good hand and eye coordination as they manipulate small objects such as construction pieces, jigsaws and pegboards and use one handed tools.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy being creative as they use different colours, textures and techniques to create spontaneously and as a group. They use their imaginations during a range of familiar role-play experiences and take part in storylines with the puppet theatre. Staff display children's work attractively to build their self-esteem and celebrate their creativity. Children join in with ring games and have built a repertoire of songs. One child happily sang familiar songs to herself as she played.

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

- Provide children with sufficient opportunity to explore different shapes particularly two and three-dimensional shapes; and to develop their independence skills particularly during snacktime.
- Develop staff's understanding of how to provide more meaningful opportunities to encourage children to write and make marks.
- Improve the planning and use of resources to ensure children have access to The ICT equipment and to extend their understanding of completing simple functions on the apparatus.

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.