

Rainbow Playgroup

Inspection report for early years provision

Unique reference number EY341153
Inspection date 12/11/2010
Inspector Andrew Clark

Setting address Benjamin Adlard Cp School, Sandsfield Lane,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rainbow Playgroup registered in 2006 and is run by a committee. The setting operates from a dedicated classroom in the grounds of Benjamin Adlard Primary School in Gainsborough. It is fully accessible. The setting supports children with special educational needs and/or disabilities. A maximum of 18 children aged from two years may attend at any one session. There are currently 14 children on roll, of which none are in receipt of funding for early education. The sessions run from 9.15am to 11.15am five days a week, in term time only.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff. The manager holds a level three qualification and over half the staff hold a level two qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This small and friendly setting meets the needs of children in the early years age group well. It is fully inclusive and all children, including those with special educational needs and/or disabilities, make good progress in all areas of learning. Partnerships with parents and other early years providers are largely very effective in supporting the children's needs. In particular, the setting has worked hard to foster strong links with the local authority. The enthusiastic staff work closely as a team to make accurate assessments of the setting's strengths and weaknesses. This ensures that the setting is well placed to continue to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the links with the host school, for example, to share knowledge regarding good practice in relation to planning and assessment
- build on the good relationships with parents and carers by sharing more information on children's early learning when they start at the setting.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management at the setting are good. Policies and procedures for safeguarding children and to ensure all staff are suitably vetted are very effective. There are robust systems in place to evaluate risk and keep the premises safe. There are good procedures for the safe administration of medication and recording of accidents and injuries. Staff regularly update and

improve their training for keeping children safe and healthy and clearly understand their roles with regards to ensuring the welfare of each child.

The staff share the manager's enthusiasm and commitment to the setting. They have a good knowledge of the needs of children in the Early Years Foundation Stage and plan their work accordingly. Staff are ambitious for the setting and work closely as a team to lead improvements and to deploy resources effectively. The effective use of self-evaluation and a good partnership with the local authority contributes to good welfare and safeguarding arrangements. There are good partnerships with other providers. These links have a positive impact when children transfer to the next stage in their learning. However, some opportunities are missed to share the best practice in planning and assessment with the host school. Staff have clear roles and responsibilities and this contributes to the smooth running of the setting. Staff are experienced and trained well in supporting children with special educational needs and/or disabilities and this ensures all children have good equality of opportunity and each child makes very good progress.

Parents and carers are enthusiastic about the quality of the setting. They feel staff are approachable and appreciate the good care they show their children. These positive relationships ensure children make a good start to their learning and feel valued. The staff receive useful information from parents and carers on children's medical and dietary needs. However, some chances are missed to gather a full range of information on children's early learning, which inhibits the fastest progress when they are very new to the setting. The setting has good links with social services and other agencies, such as Traveller Support Services. This contributes to the good progress made by children in vulnerable circumstances or those with special educational needs and/or disabilities.

The quality and standards of the early years provision and outcomes for children

Children are happy and well motivated. A good sense of fun permeates all the children's activities indoors and out, as children seem engaged and happy. This positive environment helps them to quickly settle and become confident and sociable. The established roles of key workers help children develop strong relationships with adults and extend their social skills further. The progress children make is regularly observed and the outcomes are used to plan the next steps in their learning. Many of the resources are planned to promote inquisitiveness and observation. These skills prepare children well for their future learning. The staff encourage children to tidy up carefully after messy activities. Children feel safe and they behave well because staff are positive and clear in their behaviour management. Children learn to be tolerant and caring to others through well planned role-play and group activities.

The development of children's healthy lifestyles is good. The staff offer a good range of healthy snacks and children understand the importance of diet and exercise. The children are active and busy throughout the session and enjoy the opportunities they have to move about freely. The secure outdoor space is used

well to develop learning in all areas, especially children's physical development and to solve simple problems. Staff make sure food meets children's dietary and medical needs well. Snack times are social occasions, where good hygiene is emphasised and children happily wash their hands. Activity songs and rhymes help children develop their knowledge and understanding of the world and promote language and counting skills. The setting helps children make a good positive contribution, as children are taught to behave politely and to play safely when interacting with others. Well planned role play helps children develop a good understanding of the life of others and the jobs people do, as children have the opportunity to dress up and act out the roles of farmers and the police officers. The good quality of staff's questions helps children deepen their learning and stimulates their curiosity. They make good use of simple computers, audio and listening equipment in their learning. The home corner helps children recognise the value of modern technology in their everyday lives. There are good resources to promote positive images of different cultures available and children celebrate different religious and cultural festivals, especially through cooking and baking activities. There are attractive quiet areas for children to sit and relax during their busy sessions. Overall, children are learning good skills and are developing responsible attitudes which will help them in the next stages of their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met