

Rainbow Play Group

Inspection report for early years provision

Unique reference number 122570
Inspection date 19/11/2010
Inspector Judith Reed

Setting address Baptist Church Hall, Lower Road, Bookham, Leatherhead,
Surrey, KT23 4DH
Telephone number 01372 811313 or 07970 678757
Email rainbowpgp@aol.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rainbow Playgroup has been registered since 1987. It is a committee run group which operates from a hall in the Baptist Church Hall in Bookham village. The group has access to a kitchen and toilet facilities, which include a nappy changing area. An outside play area is available during some sessions. The play group serves the local area. It is open each weekday during school term time from 9.15am to 12.15pm.

The play group is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 42 children from two years to under five years on roll. Children attend for a variety of sessions. The group is able to support children with special educational needs and/or disabilities, and those who learn English as an additional language. There are currently nine members of staff, five of whom have suitable early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into the play group and quickly settle into their activities. They are well supported by knowledgeable and thoughtful staff who ensure their individual needs are met. Equality and diversity are effectively promoted. The joint managers and staff are working hard to develop and improve the playgroup. They ensure continuous development through working closely with advisors from the local authority and updating their training.

What steps need to be taken to improve provision further?

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

- ensure all key persons keep children's learning journey records up to date
- ensure register is fully used to record children's hours of attendance at the play group

The effectiveness of leadership and management of the early years provision

Children are safeguarded as all the staff are familiar with the procedures for protecting children. A policy is in place. Staff would ensure any concerns are discussed with parents and reported as necessary. All staff are checked for suitability. Children are safe within the play group premises, because thorough risk assessments are in place and daily check lists are employed, to ensure safety equipment is in place. The doors to the play room are kept secure with high level locks throughout the session. Children are taken to and from the outside play area

when it available on Wednesdays, Thursdays and Fridays. Staff are trained in first aid and are fully aware of evacuation procedures, ensuring children's safety at all times. The manager completes the register as children arrive at the pre-school. She ensures it is correct and all children who arrive later, or leave early, are marked into the register. However, the register is not currently marked when children leave the building, as required. Parents complete all necessary documentation to keep children safe. They ensure staff are fully informed about their child's individual circumstances, which enables staff to meet their needs. Parents are pleased with their children's progress and development, and in particular their social skills. Most parents are familiar with their child's key person and complete useful information sheets, to enable them to set starting points for the children's learning journeys. They are aware of children's individual learning and development records and discuss these with key persons regularly. Children benefit from continuity of care as staff work closely with outside agencies and therapists. Staff make every effort to build links with other early years providers by attending cluster group meetings, and by arranging to hold a meeting in their premises.

Staff have a professional approach to childcare and are committed to ongoing development and improvements. The managers are ambitious and have clear priorities for development. They work closely with local authority advisors to improve outcomes for children. Staff visit other settings to gain understanding and knowledge. Parents take part in the evaluation process and their contributions are valued. Staff evaluate the sessions which helps to ensure that the learning outcomes for activities are met. Training is valued and staff access courses whenever possible.

Children play with a wide choice of resources. They help themselves to equipment from storage racks and boxes. Staff work well as a team and move around the pre-school as they are needed. When using the outside play area staff ensure sufficient personnel are available inside and outside. Children are accompanied when they move from each area, and staff are skilled at moving around as they are required. Equality and diversity are very well promoted through posters and pictures around the pre-school. Some books are displayed showing festivals in the Winter. They include books about Diwali and Christmas. Children also look at books showing children from around the world. Many toys reflect diversity, including small world dolls, dressing up clothes and home corner equipment. Staff are very aware of children's individual needs, and children with special educational needs and/or disabilities are well supported. A one to one worker is available to support children when required.

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

Children's learning is effectively supported as the key people work closely with parents to support the children. The learning environment helps children to progress towards the early learning goals, as they make choices about their activities and find their favourite activities as they arrive. Children are eager to

take part in activities and join with their friends as they remove their coats and store them in their personal baskets. All staff make regular observations of the children's development and progress. Key people add the observations to their personal learning journey folders and assess next steps for development. These next steps are fed into planning meetings and the team therefore help to create the weekly plans. The folders are shared with parents regularly and next steps for development are discussed. However, some children's folders are not fully up to date at all times.

Children's personal, social and emotional skills are developed through encouraging independence and choice. They are encouraged to place their name card on the registration board, and to keep their personal belongings together in their basket. Children are able to access the toilets independently, and choose when they are hungry or thirsty and need to have their snack. Communication language and literacy is enhanced when children recognise their own name cards and bring them to the snack table. They are asked to choose water or milk to drink, and pour their own drinks. Children help to prepare the fruit and vegetables for snack. A wide choice of fruit and vegetables is available and children can have whatever they wish, including grapes, kiwi fruit, oranges, banana, and carrot or bread sticks. A member of staff sits with the children and encourages conversation during snack time. Children are patient and wait for their turn when there is a queue for snack. Once again choice and independence is encouraged at the creative play area. Children help themselves to paper and equipment from the well stocked storage rack. They also choose whether to paint, draw or glue. A wide range of materials is available. Younger children and those with special educational needs and/or disabilities are well supported by knowledgeable and caring staff. Young children feel safe because they retain their dummies and cuddly blankets throughout the session. The special educational needs coordinator is aware of the children's specific needs, and a one to one helper is employed to support children as necessary. They work together to ensure children make progress. Makaton sign language is used as a communication tool and small group work is used to improve development. Staff are trained in behaviour management issues. They speak to children kindly. They help them to understand about sharing and taking turns. Children make friends and play together.

Children develop many skills for the future. They communicate their needs. Many children enjoy sharing stories and books. They also look at books incidentally. Children are very skilled at using programmable toys and moving them around the setting. Children play together, and between themselves sort out the correct controls for each toy.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

