

# Rainbow Playgroup (Royston Community Assoc)

Inspection report for early years provision

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| <b>Unique reference number</b> | 146864                                      |
| <b>Inspection date</b>         | 08/02/2011                                  |
| <b>Inspector</b>               | Veronica Sharpe                             |
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| <b>Email</b>                   |   |
| <b>Type of setting</b>         | 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 opened in 1991 and operates from a purpose built room within the Coombes Community Centre in Royston, Herts. There is an enclosed outdoor play area. The group is managed by a voluntary committee that is part of the Royston Community Association. Opening times are 9am to 12pm each weekday term times only. There is an optional lunch club from 12pm to 12.30pm each day. Children attend for a variety of sessions and generally come from the local area.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Up to 20 children aged from two to five years can attend at any one time. There are currently 26 children on roll, of these 15 are eligible for early years funding. There are a small number of children on roll who have English as an additional language.

Six staff work with the children; five of these have appropriate early years qualifications. One member of staff has an Early Years Foundation Degree. The group is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage and this enables all children to make good progress. Inclusion is given a high priority and staff work with parents to ensure children's individual needs are known and met. Children are confident and happy and show good relationships with staff and each other. A well-developed evaluation process enables the setting to identify and make improvements that have a positive impact on children's welfare and development.

## **What steps need to be taken to improve provision further?**

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

- review the policies and procedures to ensure they reflect the Early Years Foundation Stage
- extend use of the outdoor area to increase the range of activities across the areas of learning and improve children's opportunities for free flow play.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure understanding of safeguarding procedures. They regularly attend training to update their knowledge of the Local Safeguarding Children Board guidance. All staff undergo the necessary checks to ensure they are safe and suitable to be with the children. Daily risk assessments mean any potential hazards

are minimised so children play in a safe and secure environment. A comprehensive range of policies and procedures underpin the good practice, although a few of these, such as the complaints log, have not been fully reviewed to reflect the current requirements.

Effective self-evaluation means areas for development are accurately identified. Action plans are rigorously worked on; for instance, staff have recently attended courses to improve their knowledge of information technology so they can further support the children when using computers. Staff work well as a team and take collective responsibility for their part in planning and providing the daily activities. Their enthusiasm leads them to attend training and workshops to increase their knowledge. As a result the setting is well organised and planned activities are properly targeted for the children attending.

The setting has developed good links with other agencies and providers who help care for the children, such as, childminders and the local schools. Specialist teachers, such as, speech therapists work with the staff to ensure children make good progress. There is a good level of support available to address the needs of children who have special educational needs and/or disabilities. Staff work with parents to find out about home languages and cultures so they can effectively support children who speak English as an additional language.

Parents speak positively about the setting and the staff. They say they know what their children do at playgroup and believe their children are safe and well cared for. Parents enjoy helping out in the sessions and say staff are warm and friendly. Comprehensive information is given to parents so they know about the provision. A full range of policies and procedures is always available, and these, along with notice boards, and a display area in the entrance ensure parents know about events and changes. Parents share in their children's learning and development through the individual learning and development folders. They have regular times to meet with their key person to discuss and comment on their child's progress.

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

Children enjoy their time at the playgroup and settle readily to their activities. They have warm and trusting relationships with the staff and show they are keen to explore the activities and resources. The good settling in procedures and well-established key person system means children feel safe and secure. As a result they are confident and independent. Staff have a good understanding of how children learn and ensure they have a varied and interesting time. They meet regularly to discuss children's progress and make plans for their next steps. Adults' good knowledge of the children as individuals means activities are inclusive and relevant.

Children enjoy the mark making area and experiment with the varied pens and pencils. Additional tools such as scissors and hole punches increase their interest. A delightful book area offers children a bright and cheerful place to sit and look at books. Staff are pro-active in offering to sit with them, and they snuggle together

to read a story. Children handle books with care, turning pages correctly and pointing to the words they recognise. They show a good knowledge of letters and words as they find their name cards for snack, or mark their art work. Resources represent other countries and cultures and children use them on a daily basis, such as dressing up clothes, small world toys and play food. Special events are celebrated, such as birthdays and religious festivals so children learn about each other's differences and similarities.

Children explore natural materials, such as, sand and water with interest. They use scoops and containers to find how much more sand they can fit in the larger pots, or whether damp sand makes a good sand shape. Staff support them offering advice and suggestions. They encourage sharing and good behaviour, and take time to carefully explain that throwing sand is never a good idea, even if it is the only way to keep the werewolves at bay. Children play outside on a daily basis and benefit from a good range of resources to promote active play and exercise. Balance beams, balls and hoops all enable children to develop their muscles in fun ways. During the spring and summer months children help to plant and tend a wide variety of fruit and vegetables, such as, tomatoes, beans and salad greens. These are then harvested and used for their snacks, which means they develop a good understanding of where their foods come from. However, generally the garden is under-utilised and does not offer the same range of exciting learning opportunities as the indoor environment, nor is it always available on a free-flow basis.

Snacks are healthy and varied and include, for example, different fruits, cheeses and crackers. Water is constantly available so children can keep themselves well hydrated. Snack time is flexible, with children able to make choices about when to eat and drink. Staff ensure their safety by maintaining close supervision and ensuring all foods are safe and suitable. Children have regular opportunities to practise the fire drill and therefore learn to keep themselves safe.

## 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

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

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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