

Rainbow Corner Play Group

Inspection report for early years provision

Unique reference number	EY274455
Inspection date	01/03/2011
Inspector	Hilary Tierney

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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*.

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Description of the setting

Rainbow Corner Playgroup was registered under the current private partnership in 2003. The group operates from a ground floor extension of a detached house in Northway, a residential area of Tewkesbury, Gloucestershire. Children have use of the main playroom, messy room and home bay. They use the rear garden with grass, bark and hard surfaces for outdoor play. The house is within easy walking distance of local amenities that include schools, shops, parks and open countryside.

The provider is registered on the Early Years Register and a maximum of 18 children in the early years age group may attend the setting at any one time. The playgroup operates each weekday during term time only from 9.15am to 12.00noon, and on Monday to Thursday from 1.00pm to 3.45pm as required. Most afternoon sessions include provision for two to three-year-old children. There are currently 30 children in the early years age group on roll. Of these, 22 children are funded three and four-year-old children. Children come from within the local community or from the surrounding villages. The playgroup offers support for children who have special educational needs and/of disabilities and those who have English as an additional language.

The playgroup employs three childcare staff who are regularly supported by students working towards qualifications. Of these, two members of staff hold appropriate early years qualification and two are working towards a Level 3 qualification. The setting has close links with local schools and other local early years settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children are extremely happy, secure and feel safe in their surroundings and well organised routines help staff to work well together to provide good quality childcare. Staff are knowledgeable in their understanding of the Early Years Foundation Stage of learning and consequently children are progressing well in all areas of learning and development. Excellent partnerships with parents' and other early years settings have developed and detailed information is shared between them regularly. The self-evaluation process has been completed and has accurately identified the settings strengths and weaknesses. Areas to improve have been clearly identified include paperwork and the current way planning and observations are completed. Recommendations from the last inspection have been successfully addressed. This demonstrates a commitment to drive improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information in advance of the child being admitted, about who has legal contact with the child and parental responsibility for the child (Safeguarding and promoting children's welfare) 22/03/2011

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

- develop the links between sensitive observational assessments and planning of activities that include children's interests and next steps, so that all children's individual needs continue to be met and they continue to make maximum progress in each area of learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff are clear about procedures to follow in the event of having any concerns about children in their care. Existing injuries are recorded which contribute to the effective procedures for the identification of children at risk. Robust risk assessments contribute to the smooth running of the setting. The environment is safe and supportive and children are taught to keep themselves safe. As a consequence children feel safe and secure in the setting. All written parental permissions are in place; however information about who has legal contact with the child and parental responsibility for the child has not been obtained for all children. The emergency evacuation procedures are practised regularly and children are very calm when evacuating the building. They are clear about what they are required to do and where to stand until the register is taken.

Resources are balanced, easily accessible and able to support children's learning and development. The environment is conducive to learning and as a result children learn and achieve well. Staff actively promote equality and diversity. They have a good understanding about children's backgrounds and needs. They help children understand about the world around them through a wide range of activities. Good support is offered for children who have special educational needs and/of disabilities and those who have English as an additional language.

The partnership with parents' is outstanding. They are heavily involved in the setting and their children's learning. Parents and carers are well informed about their child's development, progress and well-being. Information is shared regularly with parents through verbal communication, newsletters, parents' evenings and an easily accessible notice board. Partnerships with other early years settings have been developed exceptionally well. The staff are highly committed to work with the settings that children attend. Well-established channels of communication between the settings ensure that children's learning, well-being and development is promoted.

The self-evaluation process has been completed successfully and clearly identifies areas to improve and strengths of the setting. The areas to improve are accurate and the impact of them is evident in areas where it is most needed. Staff reflect on practice regularly and evaluate the activities they provide. They work well together as a team and all contribute to the self evaluation process. Recommendations from the last inspection have been successfully addressed. All staff and management are committed to driving improvement and providing good quality childcare.

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

Children are confident, happy and feel safe in their surroundings. They have a sense of belonging and know what is expected of them and they demonstrate a clear understanding of how to keep themselves safe. Children make good progress in all areas of learning and development. They are kept fully engaged in stimulating, interesting activities. Children have good relationships with adults and interactions between them ensure children are encouraged to think and problem solve as they play. The setting has well organised routines that children are confident with, they understand that when the bell rings it is tidy up time or time to come in for snacks. Children are well behaved, polite to staff and each other and have good self-esteem. Children are motivated, interested to learn and able to make choices of activities during the sessions. The key person system works very well and all staff know the children well. Although, staff are confident in their understanding of the Early Years Foundation Stage of learning and development and complete detailed observations and assessments of children's learning; they are not fully linking children's interests and next steps to the planning of activities to help them continue to meet children's individual needs.

Children enjoy role play and develop their imagination well as they play. They interact together and organises their own games, such as making tea, putting 'babies' to bed and taking turns on the phone. Children enjoy looking at books alone and together. Children are confident in mark making and some children are beginning to write their names and recognise letter shapes. Children take part in a range of computer programmes that help to promote their skills at using a computer, letter formation, and shape and number skills. During this time they are supervised well by staff, which supports children's learning well.

Children take part in exploring textures and developing their creative imagination. They enjoy water and sand play where they are able to imagine they are in the sea. The water was coloured blue and the children had large and small nets, and they had a number of plastic animals that live in the sea, such as dolphins, star fish, jelly fish, sharks and crabs. Children take great delight in catching the animals in the nets testing how many they can catch in the large net and then how many in the small nets.

Children show an exceptional understanding about good personal hygiene routines. For example, all children before they eat their snack wash their hands with little or no prompting from the staff. Children show an excellent understanding about

healthy eating and make healthy choices at snack times. They are encouraged to choose what they would like to eat and sit well at the table with their friends as they have snack. Children are able to pour drinks of water for themselves during the session. Children engage in a wide range of physical activities outdoors and have a secure understanding about the importance of regular exercise. Children enjoy riding around in a large trolley around the garden; they take turns in pushing the others around.

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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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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