

Rainbow Playgroup Limited

Youth Club, High Street, Gosberton, SPALDING, Lincolnshire, PE11 4NW

Inspection date	18/03/2013
Previous inspection date	30/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff fully include all children in activities because they have good knowledge of the seven areas of learning and of each child's stage of learning, development and preferred learning styles.
- Children make good progress in all areas of learning and they are motivated, enthused and eager, because activities are well planned and stimulating.
- Children form strong bonds with all staff and each other. They have a strong voice in the setting and a strong sense of belonging.
- This is a dedicated and highly motivated staff team who have a shared vision for development and driving the pre-school forward; they fully involve parents and children in influencing improvements.

It is not yet outstanding because

- There is scope to enhance the rear outdoor area to promote growing, nature and sensory experiences and activities for children.
- There is some scope to enhance children's social learning at mealtimes and promote greater opportunities for conversation, for example, around healthy eating.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises, met staff and spoke with children.
- The inspector completed observations in both playrooms and outdoors.
- The inspector completed a joint observation with the manager outdoors.
- The inspector looked at assessment records, a range of policies, procedures and information for parents and spoke with parents to seek their feedback.

Inspector

Anne Barnsley

Full Report

Information about the setting

Rainbow Playgroup Limited was registered in 2009. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a shared, community premises in Gosberton, Lincolnshire and is managed by three owners. The pre-school serves the local area and is accessible to all children. It operates from the youth club and uses the main playroom, a large gym hall and a fully enclosed area available for outdoor play.

The pre-school employs six members of childcare staff. Of these, all except one hold appropriate early years qualifications at level 3. The pre-school is open Monday and Wednesday from 8.45am to 2.45pm and on Tuesday and Thursday 8.45am to 11.45am, Friday 8.45am to 1pm as per parental requirements during term times. Children attend for a variety of sessions. There are currently 36 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- sit with children while they have their meals to enhance social learning and to promote further opportunities for conversations and for children to talk about what they like to eat while reinforcing messages about healthier choices

- develop the rear outdoor area more to create a stimulating natural and sensory environment and enable children to help design and maintain the environment, for example, taking care of growing areas or organising equipment outdoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programmes have depth and breadth across the areas of learning. Staff fully understand how young children learn and, as a result, children are motivated and show an eager disposition towards learning. They join in activities with enthusiasm and enjoy their time in the pre-school. Staff show a good understanding of varied teaching methods that engage children's interest. They plan fun activities that encompass the areas of learning very well. For example, children consolidate their understanding of numbers and counting by playing games of 'Mr Wolf', which they really enjoy. Staff organise the

setting effectively and ensure that children are able to access a broad range of toys, books and equipment independently. As a result, children are confident, active and independent learners.

Staff effectively promote children's skills in language development and literacy. The pre-school has a welcoming and comfortable book area and easily accessible writing materials, which children use well. Children use books and develop their early writing skills indoors and outdoors, for example, using brushes and water on chalk boards in the garden. Staff enhance activities very well by making them interactive and inclusive to all children. For example, the children enjoy a story about the zoo and animals that are delivered to the zoo in boxes. Instead of reading the story to the children, the staff put each animal into an individual box so that children can all join in with opening a box to see what is inside. The children listen attentively and become excited when they are chosen to look inside a box. The staff engage their interest well by showing them the pictures and asking questions. The story is brought to life by the staff, and therefore, it is a memorable experience for the children. The children are being helped to develop an appreciation of the excitement and fun that books can provide. Staff extend activities well through thorough planning. Children have had a visit from the Zoo Lab where they saw and investigated unusual animals as part of their animal theme. This develops their understanding of nature and of the world around them. They make binoculars as a craft activity to use in their jungle role play. Children and staff all enjoy acting out 'hunting for animals' in the jungle as they dance to the jungle song with the blinds closed to make the room darker. This adds atmosphere and excitement for the children and is another memorable experience for them.

Children have good opportunities to develop their physical skills through outdoor play and the daily use of the large sports hall. Outdoor provision is carefully planned to offer a wide range of activities including running, using ride-on toys, making marks and drawing and playing in the shop, looking at books and sand play. In addition to the many opportunities for self-initiated play, the children also have the opportunity to engage in adult-led activities outside. Staff rotate the outdoor toys to ensure that children's learning is promoted in all areas. Children use a garage and become car mechanics and service cars. They learn about quantity and the properties of water through the many types of water play. Children enjoy using a musical instrument stand with many types of instruments to bang, blow and rattle. The outdoor space is imaginatively organised in the tarmac area and this stimulating environment effectively supports children's learning. However, a second outdoor area to the rear of the premises, is not used as effectively, and therefore, there are some missed opportunities. This mainly centres around children not having maximum opportunities to engage with nature and to have further sensory experiences through growing activities. They do explore nature and they do engage in some growing activities, however, best use is not being made of the available space to promote this to the fullest potential for children.

The regular observation of children at play enables staff to assess children's learning needs and plan suitably challenging activities. Staff constantly observe and listen to children, questioning them during activities in order to extend their learning and enhance understanding. Staff regularly share their observations and assessments with parents and also set time aside to discuss these with them in full. They provide parents with

information about ways they can support their child's learning at home and they use several initiatives to enable parents to do this. For example, children take 'Louis' the puppet home with them. This enables children and their parents to record his adventures in their home through drawings and photographs. Parents are given information about themes and topics in advance so that they can contribute ideas, resources or help. In these ways parents are involved in their children's learning and, those spoken to, feel very happy with how staff include them and keep them informed about their child's progress. Children are keen and interested learners who are making good progress in meeting the early learning goals. Where children's starting points are below those of their peers, assessments show that they are making good progress. The pre-school is, therefore, effective in preparing all children for school including those who speak English as an additional language or have special educational needs and/or disabilities.

The contribution of the early years provision to the well-being of children

Arrangements to help children settle into the pre-school and build secure emotional attachments with their key person, are very effective. Successful implementation of the key person system ensures children feel safe and secure in the setting and aids their transition from home to pre-school. Children are confident and play very well together and behave well, demonstrating an understanding of the clear boundaries and expectations within the provision. The pre-school is inclusive and children are learning to respect and celebrate each other's differences. For example, children learning English as a second language and children with special educational needs and/or disabilities are well supported to participate in all activities. This is mainly due to the way staff enhance activities so well to make them fully interactive experiences for all children. This positive adult interaction helps to develop all children's confidence and self-esteem. Children are well prepared for the next stage in their learning because staff provide appropriate support to equip them emotionally for future transitions.

Children are encouraged to learn the importance of basic personal hygiene and ensure their hands are clean before eating and after using the toilet. The children pour their own drinks and learn to butter their toast. They help themselves to their snacks and help tidy away when finished. A minor weakness is that staff do not sit with children during snack or mealtimes. This does not fully extend children's social learning or provide enhanced opportunities to develop children's knowledge of healthy eating. The children choose to play outdoors or inside. They develop their self-care skills well, for example, as they learn to put their coats and boots on and know to wear an apron before painting.

The staff attach great importance to the children being outside and enjoying and benefiting from the fresh air. In addition to playing outdoors, children have very good opportunities to be physical in the sports hall. They also go out and about in the local community where they walk to places of interest and learn about their community. These opportunities fully promote children's understanding of the importance of physical exercise as part of a healthy lifestyle. Children also learn well about road safety by being taken out and about into the community and through role play games with staff outdoors. They regularly practise emergency evacuation to ensure they are becoming responsible and

know what to do.

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

The manager and all staff work closely together forming a very effective team. They are motivated and committed to providing good quality provision for all children. They have a good understanding of the Early Years Foundation Stage requirements and strive to deliver an enjoyable learning experience for all children. The staff work together successfully as a team and are all involved in decision making. The manager supports opportunities for staff to widen their knowledge and experience by improving their qualifications and attending training. Effective systems are in place for recruitment and induction, ensuring that staff with appropriate skills and experience are employed. The manager carries out an annual appraisal with each member of staff. She has recently introduced formal supervision meetings to enhance this further. Staff have regular staff meetings and also meet daily before the session to discuss pre-school issues.

The pre-school enjoys close working partnerships with parents. Parents' views are sought and acted upon. An example of this is setting time aside during the day to talk to parents about their child's progress, which parents prefer rather than having this organised during an evening. Parents spoken to at the time of the inspection felt that their children are making good progress and find the staff friendly and welcoming. Effective partnerships with parents make a strong contribution to meeting the needs of children. Parents are kept fully informed about their child's learning and development through daily verbal feedback on the activities that children have engaged in and through sharing the children's 'learning journeys'. The pre-school has a good relationship with the primary school. Communication between the school and pre-school is well developed and supports the smooth transition of children as they move on. The pre-school has also developed strong partnerships with other professionals including staff at the local children's centre, the local authority school development adviser and other local nurseries and pre-schools. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make good progress.

Staff are proactive in ensuring children's safety is maintained and the premises are safe and secure. This includes the fire doors and exits, which have been assessed as suitable by a fire officer. Staff create an environment that is safe and welcoming, where children feel secure and happy. The provision has appropriate policies and procedures in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Effective procedures are in place to safeguard children. All staff have been suitably vetted to work with young children and all staff hold a paediatric first aid qualification and have completed child protection training. The manager provides strong leadership and she, her deputies and staff are ambitious to further improve provision for the children. Educational programmes are monitored effectively to ensure children receive a very good breadth and depth of learning experiences. The pre-school evaluates the quality of its provision through a well-planned self-evaluation process and identifies areas for improvement. The staff have effectively met the action and recommendations that were raised at the last

inspection and they have also completed many worthwhile training courses. These strengths contribute to the good progress the setting has made since the last inspection and demonstrate why the pre-school has good capacity for further improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY386680
Local authority	Lincolnshire
Inspection number	905474
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	36
Name of provider	Rainbow Playgroup Limited
Date of previous inspection	30/09/2009
Telephone number	01775841393

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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