

# Rainbow Playgroup

Carr Junior School, Ostman Road, YORK, YO26 5QA

<b>Inspection date</b>	04/12/2013
Previous inspection date	09/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children are making good progress in all areas of learning due to the ongoing competence of staff and their commitment to all within their care.
- The manager and staff are all committed to safeguarding children and fully understand their roles and responsibilities and the procedure to follow should they have a concern or need to report incidents to the relevant bodies.
- Effective monitoring is carried out with regards to planning and assessment to ensure all children's needs are well-met and early intervention is available should it be required.
- The manager is highly committed within her role ensuring the playgroup goes from strength to strength and works closely with all staff to ensure this.
- Children have access to a wide range of quality resources and stimulating activities and experiences as they learn through play.

### It is not yet outstanding because

- Opportunities for children to experiment further and extend their experiences of writing for a purpose are not fully enhanced within imaginative role play areas.

## 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.

## Inspection activities

- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector discussed learning and development, observation and assessment with practitioners and looked at children's individual files.
- The inspector observed interacted and talked with children inside and while playing outdoors during the inspection.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector observed adult-led group activities, lunch and snack time routines.

## Inspector

Caroline Basham

## Full report

### Information about the setting

Rainbow playgroup was registered in 2008 and is on the Early Years Register. It operates from the Children's Centre at Carr Junior School in Acomb on the outskirts of York, and is a committee run group.

The playgroup serves the local area and is accessible to all children. It operates from a large open plan room and there is an enclosed area available for outdoor play. The playgroup employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday term time only and offers flexible sessions. Sessions are from 8.30am to 11.30am, 12.15pm to 3.15pm and there is a lunch club from 11.30am to 12.15pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The playgroup provides funded early education for two-, 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:

- explore ways in which to enhance and promote experiences of writing for a purpose; for example, through providing writing materials within imaginative role play areas.

### Inspection judgements

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

Children are settled and feel secure in the setting, therefore, they enjoy attending and are motivated and enthusiastic to engage in the activities and experiences provided. Communication and language are encouraged with all the children and they receive lots of praise and encouragement from the experienced staff. This builds on children's confidence and self-esteem. Children who have English as an additional language are well-supported as staff work closely with parents to ensure they settle well and form firm trusting relationships. Frequently used words are displayed in each child's home language and staff use these to support children throughout the day.

The key person system is very effective in establishing positive partnerships with parents to support children's all round development. Parents contribute to the initial assessment of their children's starting points on entry and share information on their child's individual needs, likes and dislikes. Staff use this information effectively and due to this, know all children well. This ensures every child makes good progress and their individual needs are

effectively met.

Opportunities for outdoor and physical play are very good as children have free flow access to the well-appointed outdoor area for the majority of each session. They run and climb using a wide range of equipment to support this. Children enjoy digging and being creative as they use the outdoor mud kitchen to make pies. Others concentrate as they paint on the outdoor easel and discuss what they have painted with staff. Balls and wheels are rolled down a ramp and children enjoy running alongside them whilst under the watchful eye of staff. Weekly sessions are carried out in the 'forest school' within the school grounds. Children play in the long grass and the trees and staff support children to gain further knowledge of nature and how the seasons effect the environment.

The manager and staff have a secure understanding of the Early Years Foundation Stage. There are planning systems in place to ensure children have experiences across all areas of learning as well as being able to initiate their own ideas in their play. Staff have good systems in place to assess children's learning and development and use supporting documents to identify and appropriately plan for the next steps in their learning.

Children have access to a wide range of books and print is used effectively inside and outside the setting to develop children's recognition of letters and simple words. They enjoy sharing books and listen to stories both in group sessions and individually with staff in the comfortable and inviting book area. This further enhances their understanding of early literacy skills and the importance of caring for books. Children sit well and revel in the adult-led singing activity. They patiently await their turn and delight as they each choose an item from the 'song sack'. Children listen and join in at appropriate times and enjoy guessing what song goes with each item. Children sing and dance and learn about counting and number as they sing the well-known rhymes and songs alongside dedicated staff. Such group activities help them learn skills for their move to school or the next step in their learning.

Children are encouraged to choose their own activities and to move around freely within the large hall. They are confident to look on the low-level units to choose the items they want to explore. Staff sit with the children during their activities and they understand how to ask them questions that contribute to their ongoing interests. For example, children enjoy playing imaginatively with the play dough and happily engage with staff as they make 'pizza and wiggly worms' and cook them on the miniature oven. Other children are creative as they use ink stamps and hole punches to design and make their own pictures. However, opportunities for older children to experiment and further develop early writing skills are not fully enhanced within role play areas. This means children do not get the chance to make lists and practice early writing as frequently as they could. Staff allow children to explore with the resources on offer and praise children effectively. Trips out into the local area and to the nearby school help and promote their understanding of the community around them.

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

Children are supported well as they make the move from home to starting at the playgroup. Their individual needs are consistently well-considered and reflect the needs of the children and parents at this time. Consequently, children settle well and form secure attachments to their key person and staff. As a result, they are confident and motivated in their play and learning. Staff review what they enjoy and the resources used, to provide activities that engage and further their interests. They promote an inclusive environment where all children can develop and make progress.

Staff work effectively as a team and know the children and their differing needs well. They respond sensitively to them, to enable them to express how they feel. Children are aware of the basic rules in the setting about being kind to each other, to share and take turns, which they manage very well. This approach reflects on their behaviour, which is good, because children feel secure. Staff are thoughtful and understanding and children feel safe and comfortable within their care. This effectively promotes their sense of belonging. The playgroup has good partnerships with the local school and visits are arranged and information shared to effectively support children as they move on. This ensures continuity in their learning and development.

Staff discuss with the children their understanding of safety issues. For example, children are reminded why it is not safe to run indoors and staff explain the dangers of this should they fall. The playgroup provides healthy snacks and drinks for the children. The manager has sourced healthy eating and dietary information from the Food Standards Agency to ensure these offer a healthy and nutritional balance for the children. Menu details are displayed for parents. Children who stay for the lunch club bring a packed lunch and parents are advised by staff to provide healthy and nutritious food.

Good hygiene practices are managed with all the children, such as hand washing and they learn why this is important. Well-implemented policies and procedures, such as fire evacuation procedures also contribute to children's good health. Information is shared and displayed regarding the care of children when ill and in managing cross-infection at the nursery. Children have many opportunities to access fresh air and to promote their physical development through the well-resourced outdoor area. Sheltered areas and safety surfacing are in place to further enhance children's safety and wellbeing whilst outdoors.

Children are cared for appropriately following any accidents and staff deal sensitively with any injuries they have. Records are kept of any accidents, as are records of medicines given and these are shared with parents. All staff have received appropriate training on routines to follow if a medical emergency arises and hold paediatric first aid qualifications.

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

The manager has a very good understanding of her roles and responsibilities regarding the Statutory framework for the Early Years Foundation Stage. Safeguarding arrangements are well-established and all staff within the setting have completed safeguarding training as part of their induction and ongoing professional development. All

staff have a good understanding of steps to take and who to contact should they have a safeguarding concern. Staff are vetted and comprehensive induction procedures are in place to ensure their suitability. Staff access training where possible to ensure their continued professional development and knowledge. As part of the induction process all newly appointed staff are made aware of how they should conduct themselves around children and the implications their conduct may have on children and other members of staff. The playgroup implements robust risk assessments, which ensures a child-friendly and safe environment for children to play in and explore with confidence. Staff assess all areas on a daily basis and remain constantly vigilant to potential hazards. In addition, the close working partnerships between staff ensures the levels of supervision are consistently high.

Planning for children's needs is clear and effectively linked to their next steps in learning. The educational programme is also monitored well to ensure children make good progress in their learning. Practice within the setting is monitored well by the manager and regular supervision meetings are held to ensure information is shared. Staff work closely together to identify the strengths of the setting and areas for future improvements. The manager has prepared a detailed self-evaluation document, which shows the playgroup's strengths and highlights areas in which they plan to adapt, develop or change. Many changes have been implemented under the current manager and these have had a tremendous impact on the playgroup as a whole. For example, the whole indoor play area has been rearranged and every area has been made fully accessible to children. This enables them to have freedom of choice and helps to fully meet their own learning requirements and interests. Parent questionnaires are valued and their comments and ideas are greatly valued and used to further enhance the setting. Children are listened to and the manager ensures children's interests and suggestions are embedded throughout the playgroup.

Very good partnerships with the children's centre next door are established and the playgroup welcomes help and support from a number of other agencies as required. Children with additional learning needs are well-cared for and staff work closely with all involved to produce individual education plans to ensure all children are included fully into the setting and make good progress. Partnerships with parents are strong and they are encouraged to fully contribute to meeting their children's needs. Parents' evenings are held and parents are invited into the playgroup regularly to look at their child's learning file and to comment on their progress. Parents speak of the high quality of the playgroup and how the staff are wonderful, kind and caring. Others discuss how several of their children have attended over the years and how the playgroup is held within very high regard within the local community. Parents also comment on the positive relationships promoted with other professionals and other settings their children attend.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY372857
<b>Local authority</b>	York
<b>Inspection number</b>	942437
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Rainbow Playgroup & Parent Toddlers Committee
<b>Date of previous inspection</b>	09/10/2008
<b>Telephone number</b>	07821 351 869

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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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