

Rainbow Under 5s Playgroup

Axminster Community Primary School, Stoney Lane, Axminster, Devon, EX13 5BU

Inspection date	23/10/2014
Previous inspection date	06/11/2009

The quality and standards of the early years provision	This inspection:	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

- Staff are skilled in supporting children's emotional well-being. Consequently, staff prepare children extremely well for moving between settings and on to school.
- Staff monitor children's progress well. This means they can quickly address any identified needs and help children move forward.
- New parents have a thorough induction into the operation of the playgroup. They have opportunities to learn about the activities and routines that are key to successful learning in the Early Years Foundation Stage. Consequently, this helps parents support children's learning at home and in the playgroup.

It is not yet outstanding because

- There are not many real objects or flexible resources to encourage links to the real world and encourage children to think creatively for themselves.
- Staff do not always organise activities as well as possible to inspire and motivate children to challenge and extend their learning and interests fully.

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 observed activities in the playroom and the outdoor learning environment.
- The inspector spoke to parents and children.
- The inspector completed a joint observation and held meetings with the manager at appropriate times.
- The inspector carried out an in-depth discussion with the manager and viewed documents where appropriate.
- The inspector looked at a sample of children's assessment records and planning documents.

Inspector

Sharon Peel

Full report

Information about the setting

Rainbow Under 5s Playgroup registered in 2005. It is a committee-run group that moved to its current premises in 2005. It is situated within the grounds of Axminster Community Primary School. The playgroup has use of a mobile classroom known as 'the unit'. This consists of a main playroom set up to provide separate areas for play, with adjoining toilet facilities. A fully enclosed outdoor play area is available and the playgroup also has shared use of the school playground and environment. The playgroup is open on weekdays in term time from 9am until 12noon. It is registered on the Early Years Register. The playgroup is in receipt of funding to provide free early education for children aged three and four years. There are currently 18 children in the early years age range on roll. The playgroup supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The playgroup employs four members of staff. There is one member of staff with an early years qualification at level 4, one with a qualification at level 3 and one with a qualification at level 2.

What the setting needs to do to improve further

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

- extend children's experiences further with more flexible and real resources that can be used in a variety of ways to develop children's ideas and learning, indoors and outdoors
- strengthen the daily planning further so that staff are fully prepared to challenge and motivate children with inspirational ideas and purposeful activities that develop their interests and learning fully.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have strong systems to monitor children's progress towards the early learning goals and provide experiences that promote children's learning effectively. Staff regularly observe children in their play and use this information to assess children and plan for their needs. Staff encourage parents to provide information about children's interests and achievements at home and use these effectively to support their assessment and planning. Children learn through weekly themes, for example 'sea life'. Children created pictures of sea creatures and explored shells in the sand and water. Staff capture what children already know about a theme and build on this. Staff display information about the topic so that parents can also contribute ideas. This helps ensure

parents are fully involved in children's learning.

Children choose from a range of resources that cover the areas of learning and are easily accessible. However, there are not many real resources for children to use or resources that children can use in a variety of ways. This means children have fewer opportunities to develop their own ideas and make links to the world around them. For example, there are no real pots and pans for children to use in the role-play area. Additionally, there is no fabric for dressing-up. Consequently, children have to be whatever the costume tells them, such as a princess, rather than thinking creatively about what they could be.

Children are keen to make marks and enjoy using pencils and crayons at the writing table. They then extend this interest outdoors with water and large paintbrushes. However, there are not many resources to fully extend children's interest further in copying the shapes of letters and numbers in their play. Children enjoy using the large pom-poms outdoors as staff give them instructions to put them up and down and shake them. The clear language used in this activity is particularly beneficial for supporting children who are learning English as an additional language and promotes good physical development.

Staff have been working to improve their questioning skills and have a display board with key questions that promote children's thinking and creative skills. Staff are proactive in working with children who are learning English as an additional language. Staff display words to support children's home language. Staff learn key words the child might speak and repeat these back in English, supporting children's communication and language development well.

Children make good progress and with most working securely at the stage of development appropriate for their age. New parents receive a very detailed induction pack when their children first attend. This provides them with further information about the Early Years Foundation Stage, key areas of learning and routines at the setting. Parents provide detailed information about children before they start at the playgroup. Parents say that they feel well informed about their child's progress. Staff explain the key person system is explained to parents before children start. This helps ensure parents are fully aware of the key person role to liaise and support their child. Parents have regular opportunities to talk to their key person.

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

Staff are calm and nurturing in their interactions with the children. This helps children feel relaxed and safe in their environment. This is clear in children's excellent behaviour and positive interactions with each other and staff. Children have clear routines and enjoy starting the day with the 'Rainbow' song and counting each other. They are keen to play independently or with staff who remind them calmly about acceptable behaviour. For example, staff reminded a child who was rocking on a chair that they needed to sit still otherwise the chair could fall and they might hurt themselves.

Routines are clear and help children understand what staff expect of them. Children are

keen to come together for story time, snack and circle times. Staff teach children about healthy living and caring for themselves. Children are encouraged to wash their hands before eating and understand the importance of eating healthy food. Parents give contributions to snack from a list of healthy food displayed on the notice board. This supports children to try a wide variety of different fruit and vegetables. This includes potatoes that children were involved in growing in the garden. Children use small jugs to pour their own water and milk and this promotes their independence well. When a child spilled some water this was managed calmly supporting their emotional well-being and confidence to try again. Staff choose a daily helper to work with a member of staff to cut up the fruit and help children to use knives safely.

Staff know the children well and have good relationships with parents. Parents say that their children are happy and progress well. The setting has an experienced Special Educational Needs Coordinator who liaises with other professionals, such as health visitors. This enables them support the learning and development of all children well. Staff provide children with very good support when they attend or move to other settings. Many children go to a neighbouring pre-school for an afternoon session and also attend other settings. Staff exchange information effectively with the other settings. Consequently, this helps provide children with continuity in their care and learning. Children end the session with the 'Rainbow' song, which helps all the children to say goodbye to each other. Children smile as they sing together and they feel positive about their experiences at the playgroup and are ready to go to their next setting or to go home.

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

The manager and deputy work well together and there is a strong sense of teamwork at the playgroup. Staff are clear about their roles and responsibilities and routines run smoothly. Staff benefit from having an hour after each morning session where they reflect and evaluate on the session. They complete thorough assessments of children's learning and keep things clean and tidy. However, staff do not take full advantage of this time to talk about plans for the next day or children's next session. Consequently, staff do not always make sure they are fully prepared to make the most of children's interests. For example, with inspirational ideas and resources to motivate and challenge their learning fully from the moment they enter the setting. Staff implement extremely good systems for monitoring and tracking the progress of individuals and groups of children. Overall, this helps them identify all children's next steps for learning and successfully plan their progression. Staff have been working on their professional skills in supporting children's knowledge of letters and the sounds they make. Consequently, there is a well-planned system for ensuring that all children receive good support to develop their early literacy skills. This helps children to be ready for school and to begin the process of reading and writing.

There is a fully comprehensive training plan in place to ensure that all staff and volunteers at the playgroup have the opportunity to update their skills and knowledge. This includes ensuring that staff are up to date with training in first aid and safeguarding children. Staff

appreciate half-termly supervision where they identify their professional development needs so they can build on their strengths and improve their practice. Staff observe each other's practice and share strengths and weaknesses in a supportive way that promotes reflection and aids improvement. Consequently, this helps staff learn from each other. The manager is currently working towards an action plan for improvement. This includes having a wish list for resources that the staff and committee are currently fundraising for. Management send out parent questionnaires annually to explore ideas that parents may have to improve things at the setting. These are overwhelmingly positive and parents appreciate having a friendly and inclusive environment that encourages them to participate in their children's learning. Partnerships with parents are good.

Management and staff have good links with local health visitors, children's centre and local schools. This supports them to work together so that children receive the support they need to make progress in their learning and development. Management and staff regularly review policies and procedures. This helps ensure they fully understand and implement them. Management share policies and procedures on the playgroup's website so parents have easy access to them. Management and staff have a clear understanding of the importance of safeguarding children and reflect this in their practice. This includes completing appropriate checks on all staff and volunteers to ensure they are suitable to work with children. Management and staff ensure the premises are safe and secure. Consequently, they promote children's welfare and safety well.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY299296
Local authority	Devon
Inspection number	833994
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Rainbow Under 5s Playgroup Committee
Date of previous inspection	06/11/2009
Telephone number	01297 35956 Mob 07773 14389

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Type of provision

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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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