

# The Rainbow Playschool

All Saints Church Hall, Church Lane, Westbury, Wiltshire, BA13 3BT



## Inspection date

5 March 2015

Previous inspection date

11 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are developing good communication and language skills. Staff use very effective teaching strategies to encourage children to use language in their play. This widens their range of vocabulary and increases their confidence when communicating.
- Staff help children to become increasingly independent, which helps to prepare them well for the next stage in their learning, such as school. They confidently use toilet and hand washing facilities with little support from staff, and put on their coats and hats when they go outside to play.
- Staff establish trusting, professional relationships with parents. They provide detailed information about children's learning and progress, keeping parents well informed. Staff suggest activities for children to complete at home, involving all members of the family in children's learning.
- Children learn how to behave well due to the positive and consistent reminders they receive from staff. Staff act as good role models, helping children learn to be polite and to use good manners.
- There are effective systems that have helped the setting to make continuous improvements. This means recommendations raised at the last inspection have been actioned well to improve children's learning experiences.

### It is not yet outstanding because:

- Staff do not provide as wide a range of activities outdoors as they do indoors, which means that children who prefer to play outside have less choices in their play.
- Links with other settings children attend are informal and do not help staff to share detailed information about children's learning and development.

## What the setting needs to do to improve further

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

- make better use of the outdoor areas to further extend children's learning opportunities
- further develop links with other settings that children attend to provide greater consistency when supporting their individual learning needs.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the registered person/manager.
- The inspector looked at children's assessment records and planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents' and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

## Inspector

Samantha Powis

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are busy and enjoy their play, which helps them all to make good progress. Staff challenge children well through using discussion and open-ended questions. For example, children talked about the resources they needed to make a puppet theatre, and then worked together using glue, paper, boxes and tape to create one. They used the sock puppets they had made to put on a show, and learnt to listen as they watched other children perform. Staff provide a wide range of activities indoors, including an inviting book corner and opportunities to explore and investigate. However, activities in the outdoor area are not as varied, which means that children who prefer to play outdoors do not have so many opportunities to extend their learning in all areas. Staff complete ongoing observations, which help them track children's progress and identify and narrow any gaps in their learning. Parents receive lots of information about how children are progressing, and meet frequently with staff to share information. Children take home fun activities to complete with their families, which extend their learning further. Although staff are aware of other settings children attend, they only link with them if they feel there is a need. Therefore, they are not always fully aware of children's learning elsewhere to ensure they can always provide consistent support for children's individual learning needs.

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

Children settle well at the playschool. They form good relationships with staff and other children due to effective settling-in arrangements and ongoing support. Staff provide many opportunities to increase children's independence such as helping themselves to drinks of water. Staff follow clear safeguarding policies and procedures to help keep children safe. All staff and managers are confident in their individual roles and responsibilities due to ongoing staff training. Effective arrangements help identify and address any safety issues. Children learn about road safety when they go on outings in the local community. Children benefit from daily opportunities to engage in outdoor play and use equipment to develop coordination and control. They understand about the importance of positive hand hygiene routines and talk about nutrition as they eat their snack and lunch. This helps encourage children to enjoy a healthy lifestyle.

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

Staff recruitment is thorough, helping to ensure all those working with the children are suitable. Staff frequently attend training and share new skills and ideas with the staff team. The benefits of their positive approach to continuous improvement are evident in the focused support that staff provide for children's language development.

## Setting details

<b>Unique reference number</b>	EY372782
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	829291
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Elizabeth Miller
<b>Date of previous inspection</b>	11 May 2009
<b>Telephone number</b>	01373826599

The Rainbow Playschool registered in 1984. It operates from All Saints Church Hall in the centre of the town of Westbury in Wiltshire. Children have access to the main hall and associated facilities. There is an area for outside play. The playschool opens during school term times from 9.30am to 12.30pm Monday to Friday. They accept government funding for two-, three- and four-year-olds. The playschool supports children with learning difficulties and/or disabilities and those who learn English as an additional language. There are six staff who work directly with the children. The manager and three of the staff hold level 3 qualifications in childcare. One member of staff holds a level 2 qualification and one is unqualified.

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