

# Rainbow Playgroup

Benjamin Adlard Cp School, Sandsfield Lane, GAINSBOROUGH, Lincolnshire, DN21 1DB



<b>Inspection date</b>	10 June 2015
Previous inspection date	12 November 2010

<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

- Staff provide a stimulating and exciting range of learning opportunities for children, both inside and out, based on their interests. Children of all ages and abilities are well motivated, eager to explore and develop well in their learning.
- The playgroup has excellent partnerships with parents, which support children's learning at home and at the setting.
- Children enjoy playing and exploring outside. This promotes their physical development and understanding of the natural world.
- Children follow good hygiene routines. They enjoy healthy snacks and drinks, which promotes good health.
- All staff have a clear understanding of the safeguarding and welfare requirements. Children are effectively protected from harm as staff demonstrate a good knowledge and understanding of their responsibilities.
- Staff receive regular supervision and appraisal sessions to monitor practice and to plan for future training needs. All of the staff hold relevant childcare qualifications. This has a positive impact on the good quality of teaching children experience.

### It is not yet outstanding because:

- Although nappy changing procedures are hygienic, the procedure followed does not fully maintain children's privacy.
- Staff do not always promote children's independence or make the best use of teaching opportunities at snack time.

## What the setting needs to do to improve further

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

- provide appropriate privacy for all children by reviewing how nappy changing is organised
- make better use of opportunities to develop children's independence further, for example, by encouraging them to learn new skills, such as serving food and pouring drinks at snack time.

### Inspection activities

- The inspector examined a range of documents, including evidence of suitability checks for staff and committee members, a record of staff training and appraisals, the provider's improvement plan, policies and procedures and children's learning files.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector observed interactions between staff and children in the main room, the creative room and the outdoor area.
- The inspector held discussions with the manager, all staff and the children during the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Jane Rushby

## Inspection findings

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

Staff provide a good range of activities, both indoors and outdoors, that promote children's learning and prepare them well for starting school. Children develop positive attitudes to literacy. They enjoy reading a variety of books with staff and also borrow and take home books from the mobile library. Staff count with children during everyday routines to reinforce numbers and mathematics. Staff have gained a good understanding of how children learn because they have relevant qualifications, training and experience. Consequently, the quality of teaching is good. Through detailed observations, accurate assessments and regular planning, staff meet children's individual learning needs well, taking account of their interests. Staff work well with parents and other professionals to quickly identify any gaps in children's learning and to put in place appropriate support. Therefore, all children make good progress. The regular sharing of children's files ensures parents are well informed about their child's learning and can help them to learn at home.

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

Staff are warm and friendly and provide a welcoming environment where children play happily. Staff encourage children to take turns and give gentle reminders about the behaviour they expect, to help children learn. Therefore, children behave well. Children have opportunities to gain independence. For example, they wash their own hands and hang up their own coats. However, staff do not make good use of opportunities at snack time to help children develop further independence skills, such as serving food or pouring a drink for themselves. Children learn about their own safety as, for example, they take part in evacuation drills. Staff do not organise nappy changing times well enough to make sure children's privacy is maintained. They change children's nappies in the toilet area when the infant school children are present. Children's good health is promoted through effective routines and by teaching children the importance of healthy lifestyles. Staff ensure children play outdoors daily for fresh air and exercise. This promotes their physical skills and health.

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

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff assess and manage risk effectively. Recruitment and vetting procedures are robust. Staff are deployed effectively and children are supervised closely at all times. Staff evaluate the provision effectively to identify key areas for future improvement. Regular supervision meetings and training ensure staff are consistent in their practice, and continually update their skills and knowledge. Highly effective partnerships with parents and the school ensure continuity for children. Parents spoken to on the day of the inspection report that they are very happy with the quality of care and learning their children receive.

## Setting details

<b>Unique reference number</b>	EY341153
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	857221
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Rainbow Playgroup Committee
<b>Date of previous inspection</b>	12 November 2010
<b>Telephone number</b>	01427 612562

Rainbow Playgroup registered in 2006 and is run by a committee. The sessions run from 8.45am to 11.45am Monday to Friday during term time only. The playgroup employs five staff, all of whom hold appropriate childcare qualifications at level 3. The playgroup currently receives early education funding for two-, three- and four-year-old children.

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