

# Rainbow Playgroup Limited



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

<b>Inspection date</b>	18 November 2016
Previous inspection date	18 March 2013

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children develop warm, affectionate relationships with their key person and confidently approach them for guidance, support and reassurance. A welcoming and friendly atmosphere greets all children and their families.
- Teaching is good. Staff enable children to think through their ideas and implement them in their own way. Activities are varied and children are motivated to learn. Children's interests and areas for development are taken into consideration when planning activities.
- Staff are astute at recognising where children and families may need additional support and work closely with them and any outside agencies to effectively meet their needs.
- Partnerships with parents are well established. Parents contribute to children's starting points for learning and their views are valued. They have constant access to children's photographs and observations of the learning taking place, through an online learning journal.

### It is not yet outstanding because:

- Some aspects of the monitoring of the performance of staff are not yet fully embedded to raise the quality of teaching to the highest level.
- Although there are strong partnerships in place with the local school, these are not so secure with all other settings children attend. Staff do not consistently find out about children's interests and achievements in all settings, in order to complement and build on 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:

- sharpen the focus on the monitoring of staff's practice to further promote consistently high-quality teaching, to help children make the best possible progress in their learning
- gather more detailed information about children's interests and achievements from all other settings they attend, in order to provide further complementary learning experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have many years experience of working with children and families. They are knowledgeable about their role and responsibilities to protect children from abuse and harm. Effective measures are in place to check the suitability of all staff. The new manager has a good overview of the playgroup and understands the setting's strengths and weaknesses. She values the views and opinions of her staff and has begun to implement changes that will help to have a positive effect on children's learning experiences. Staff attend mandatory training and have constant access to an online training programme to help improve their knowledge. Parents are very positive about the playgroup and feel the staff are kind and helpful.

### Quality of teaching, learning and assessment is good

Staff are knowledgeable about the children in their care and show a good appreciation for their different backgrounds. Children are listened to and supported to complete tasks. Staff talk to children and encourage conversation. They talk about the features of acorns children are exploring in their play. Children use their thinking skills as they recall that squirrels like to eat acorns for their dinner. Children use their imagination well. They explore natural resources, such as pinecones and conkers, and pretend they are making ice cream. They pay the shopkeeper for their real vegetables at the shop. Children select their own resources to create models. They choose how they will stick items to a box, using scissors carefully to cut a piece of tape from the roll. Children's ongoing learning needs are supported well. Staff effectively observe and assess children in their play.

### Personal development, behaviour and welfare are good

Children arrive at the playgroup with confidence and quickly settle. Staff have high expectations of children's behaviour. Children understand the rules and boundaries in place. They learn useful social skills, such as kindness and how to share and take turns in activities. Children are confident in their self-care. They change from indoor to outdoor shoes independently and use zips to fasten their boots and coats. Children understand why they must wash their hands before eating a snack. They discuss how germs in your tummy make you sick. Children have daily opportunities to be physically active, either outdoors or in the large sports hall. Children are well supervised as they play. Staff are vigilant about each other's whereabouts. They complete daily risk assessments that help to ensure children play in a safe environment.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good individual progress from their starting points. Children gain vital skills in readiness for their move on to school. They have good opportunities to practise their counting skills and hear positional language in routine activities. Staff use phrases, such as next to and in between, as they encourage children to think about who they are sitting beside at registration time so they can decide whose name card is next in the pile.

## Setting details

<b>Unique reference number</b>	EY386680
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1065313
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Rainbow Playgroup Limited
<b>Registered person unique reference number</b>	RP907691
<b>Date of previous inspection</b>	18 March 2013
<b>Telephone number</b>	01775 840077

Rainbow Playgroup Limited was registered in 2009. The playgroup employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8.45am until 2.45pm on a Monday and Wednesday, 8.45am until 11.45am on a Tuesday and Thursday and 8.45am until 1pm on a Friday. The playgroup provides funded early education for two-, three- and four-year-old children. It supports children with English as an additional language.

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