

# Rainbow Playgroup

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



## Inspection date

3 February 2017

Previous inspection date

4 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Ofsted has not been provided with information to carry out suitability checks on staff in a timely manner. This compromises children's safety.
- The system in place for staff supervision is not effective. The management team does not identify weaknesses in practice and does not fully support staff development.
- Teaching practice is weak. Staff regularly miss opportunities to extend children's learning, particularly in mathematics.
- Staff do not gather sufficient information from parents about what children know and can already do when they start at the setting.
- Assessments of children's learning are not always accurate. Consequently, some children appear to be at a lower stage of development when they start at the setting.
- Self-evaluation is not robust enough and does not accurately identify priorities for improvement.

### It has the following strengths

- Staff provide a warm and welcoming environment. This supports children's emotional well-being and helps them form secure attachments.
- Children are keen and motivated learners. They move around the setting and make sensible choices in their play.
- Children behave well. Staff are good role models and effectively implement positive reinforcement strategies.
- Children are sociable. They talk confidently to one another during mealtimes.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ ensure that all information is made available to enable Ofsted to complete the required suitability checks on staff	23/02/2017
■ improve the system for staff supervision, identify areas of weakness and implement a planned programme of professional development	23/03/2017
■ improve the quality of teaching, particularly in mathematics	23/02/2017
■ gather more information from parents about what children know and can already do when they start at the setting and ensure assessments reflect children's true stage of development.	23/02/2017

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

- strengthen self-evaluation and accurately identify priorities for improvement.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with both of the nursery managers and spoke to the local authority adviser. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views. The inspector also took account of parents' written feedback.

### Inspector

Angela Syson

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. The management team has not provided Ofsted with the required information about new management and committee members. Consequently, their suitability has not been checked for working with children. The management team reviews the quality of provision and takes account of the views of parents and children. However, they do not accurately identify weaknesses and priorities for improvement. Supervision meetings with staff do not focus on professional development. Consequently, staff are not adequately supported to develop their teaching skills. The management team has developed links with external agencies, such as the local authority special educational needs coordinator. As a result, children who have special educational needs and/or disabilities have their needs well supported.

### **Quality of teaching, learning and assessment is inadequate**

Staff do not always possess a strong enough understanding of how to promote children's learning and activities are not always challenging. For example, during an activity with paint, staff do not notice the patterns that children make and miss opportunities to develop their mathematical skills. Initial assessments of children are not always accurate and parents are not invited to contribute their awareness of what children already know and can do. Where teaching is better, staff engage in meaningful conversations with children and this helps develop their language skills. A wide range of toys and resources is provided that children enjoy playing with. Staff talk to parents about their children's progress. They also talk about how parents can support children's learning at home.

### **Personal development, behaviour and welfare are inadequate**

The management team does not place a high enough priority on children's safety. All required suitability checks have not been carried out. However, staff are alert to risks in the environment and are highly vigilant. For example, staff who have not been suitably checked are not left unsupervised with children. Children who have special educational needs and/or disabilities are very well supported to manage risks and learn how to keep themselves safe. Children are extremely kind and demonstrate good manners. For example, children offer the inspector a carrot stick when she joins them at the lunch table. Children are learning about healthy lifestyles. Pupil premium money is used well to provide cookery classes to support healthy eating. Children have lots of opportunities to develop their physical skills in the well resourced outdoor area. For example, they enjoy rolling hoops down a ramp and slithering down a slide. Parents say that they are happy with the care that their children receive in the setting.

### **Outcomes for children are inadequate**

Children do not make enough progress. Consequently, they are not well prepared for their next stage in learning and the move on to school. Nonetheless, children are developing independence. They play well with one another and are friendly and supportive. For example, they show interest in one another's drawings and give ideas about how they can make them even better. They help staff at tidy up time and are developing a sense of responsibility.

## Setting details

<b>Unique reference number</b>	EY372857
<b>Local authority</b>	York
<b>Inspection number</b>	1065164
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Rainbow Playgroup & Parent Toddlers Committee
<b>Registered person unique reference number</b>	RP903080
<b>Date of previous inspection</b>	4 December 2013
<b>Telephone number</b>	01904 791814

Rainbow Playgroup was registered in 2008. The setting employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and 5. The setting opens from Monday to Friday term time only. 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. The setting provides funded early education for two-, three- and four-year-old children. The setting receives early years pupil premium funding.

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