

# Rainbow Playgroup

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



## Inspection date

9 June 2017

Previous inspection date

3 February 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Managers have worked closely with staff to make the necessary improvements since the last inspection. They continue to reflect on practice and obtain feedback from parents and children to ensure that planned developments are pertinent.
- Teaching is of a good quality. Staff plan a range of challenging activities and skilfully play alongside children to build on their existing skills and capabilities, overall. All children make good progress in their learning and development.
- The environment is stimulating and thoughtfully designed. Resources are cleverly organised to encourage children to make choices and lead their own play.
- Staff work closely with other professionals to implement agreed strategies in order to support children who have special educational needs and/or disabilities. This targeted approach successfully improves outcomes for children.
- Partnerships with parents are strong. Staff use very effective methods to share information with parents and promote children's learning, both at home and in the setting.

### It is not yet outstanding because:

- Sometimes, group times are not organised effectively in order to support younger children to develop their listening and concentration skills further.
- Improved systems to monitor staff practice are not yet fully embedded in order to develop their good teaching skills to the highest level.

## What the setting needs to do to improve further

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

- organise group times more effectively in order to support younger children to develop improved listening and concentration skills
- strengthen systems to monitor staff practice and focus more precisely on raising their teaching skills to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at a sample of policies and procedures and evidence of the suitability of staff, and discussed children's assessments.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and action plans.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Stringent recruitment procedures are implemented, and staff and committee members are thoroughly checked and vetted. Staff are trained well in child protection and know what action to take if they have concerns about children's welfare. Managers complete robust risk assessments to ensure that any potential hazards are minimised. They engage staff in regular supervision meetings and advise them about how to plan for children's next stages in learning. Managers closely monitor the progress of different groups of children. They scrupulously analyse data and facilitate interventions to close any gaps in learning. Staff have established good links with schools and other providers. They invite teachers to visit children in the setting and share information about their care, progress and learning priorities. This helps to promote continuity in children's care and learning.

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

Staff are well qualified and have a good knowledge of child development. They make accurate observations and assessments to plan for children's future learning. Staff promote children's mathematical skills particularly well. They encourage children to count and introduce concepts, such as shape and size. The most able children are developing good calculation skills. Children intuitively use language influenced by books as they play imaginatively and act out scenes from stories. Staff skilfully ask questions to challenge children's thinking and help them to build on their ideas.

### Personal development, behaviour and welfare are good

The key-person system is implemented well. Children have secure relationships with staff, who know them well. They are very independent and competently help with age-appropriate tasks, such as serving snack and tidying away afterwards. Staff are positive role models. They consistently help children to consider the feelings of others so that they learn how to resolve minor conflicts amicably. Children enjoy playing outdoors where they practise balancing and climbing. Staff use a variety of methods to support parents with children's health and care needs.

### Outcomes for children are good

Children are prepared well for future learning and eventual moves to school. They have formed friendships and play together well. Children are very confident in new situations. They know how to take turns and are well behaved. Children recite numbers in order and use mathematical language spontaneously. They competently link sounds to letters. Children use one-handed tools with control and are developing good physical skills. They have a positive approach to learning and are eager to join in with activities.

## Setting details

<b>Unique reference number</b>	EY372857
<b>Local authority</b>	York
<b>Inspection number</b>	1085320
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<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>	3 February 2017
<b>Telephone number</b>	01904 791814

Rainbow Playgroup registered in 2008. The setting employs eight members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and 5. The setting opens from Monday to Friday during term time only. Sessions are from 8.30am to 11.30am and 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.

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