

Inspection of Rainbow Corner Playgroup

Lumn Road, Hyde SK14 1QA

Inspection date:

6 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children confidently explore this vibrant and stimulating playgroup. They explore items which are reflective of their home environments. For example, role-play areas are equipped with real foods and crockery made from porcelain, wood and metal. Girls use these delicate resources with care and precision, during lively and animated pretend play. Children are enthusiastic learners who relish new challenges. Boys take turns to consider which size vehicle will roll down a track, without getting stuck. When cars fit on the track, they challenge each other further to see which one will roll down 'faster' or 'slower'.

Staff encourage children to express themselves. For instance, children select colours to reflect their mood and pop them into the 'feelings jar'. Children choose prizes when they behave well or due to an achievement. Behaviour is excellent. Children know what is expected of them as staff have consistent expectations. For example, staff use visual time lines to promote understanding of routines and ring a bell to gain children's full attention, before giving instructions.

Leaders have high expectations of children and, overall, plan activities based on children's next steps in learning. For example, they look at x-rays of bones in a small hand and an older child's hand, to show children how activities such as 'finger gym' are helping their bones develop, ready for writing. Children acquire the necessary skills for future learning and school.

What does the early years setting do well and what does it need to do better?

- Staff are advocates for ensuring children can explore the wider world. They provide outings in the community and take children to the unused railway tracks for 'listening walks'. A further example of this is a regular visit to the local community centre. Children benefit greatly from use of the facilities and particularly enjoy meeting up with the residents.
- Settling-in sessions are designed to ensure that children are secure and happy on entry. Transitions are well supported, including to school. Staff have established strong relationships with local schools. They have introduced phonics activities based on feedback from school teachers.
- Children often keep the same key person throughout their time in the playgroup. Furthermore, the small staff team consists of long-serving staff who work well to share their skills and expertise. All children, including those in receipt of additional funding or who speak English as an additional language, are supported by caring staff who know them well.
- The curriculum is planned well overall, and helps to develop children's skills across all areas of learning. Children make good progress. However, there are times when the curriculum is not precisely sequenced, based on individual

children's stage of development, particularly during larger group activities. This means that there are occasions when learning opportunities are not exceptionally well planned and promoted to support all children to make the very best progress possible.

- Dedicated leaders and staff strive to make ongoing improvements that benefit children and families. They actively seek out ways to continue to improve the service that they provide. Leaders ensure staff have regular opportunities for professional development. Detailed action plans and the ability to reflect on and adapt practice are good. This has helped them to maintain a high standard.
- Even children with less than typical levels of development on entry receive extensive support to allow them to access this good-quality provision. Children who are non-verbal approach intuitive staff to indicate what they want. Staff are responsive and use effective methods to support communication and language, such as picture books. Partnership with external professionals is excellent. This helps to ensure consistency in supporting care and learning for children with special educational needs and/or disabilities. Staff are highly skilled and well trained in supporting and including all children.
- Staff share information with parents about children's progress. However, they are not always successful at helping all parents to be fully involved in children's learning in the playgroup and extending learning at home.
- Mathematical development is given high priority. Assessments and observations evidenced that this area was not as well promoted as other aspects of the curriculum. Therefore, leaders and staff introduced opportunities for mathematics in all areas. This had a very positive impact, and children make good progress and enjoy this aspect of learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well in the procedures for child protection. They have a thorough understanding and know how to respond to any concerns about children's safety. Leaders and experienced safeguarding officers share regular updates and information to help staff to keep abreast of new information, policy and practice. Staff are aware of some of the wider aspects of safeguarding, for example how to identify children who may be subject to extremist views. Detailed risk assessments are completed, and staff are trained in health and safety policies. Children are able to play and explore in safe and secure surroundings.

What does the setting need to do to improve?

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

- strengthen ways to involve all parents in children's ongoing learning and development and find ways to help them to support their children's learning at

home

- plan the curriculum more precisely to focus on individual children's learning needs, particularly during larger group activities, so they make the very best progress possible.

Setting details

Unique reference number	EY295435
Local authority	Tameside
Inspection number	10106675
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	32
Number of children on roll	42
Name of registered person	Rainbow Corner Playgroup Ltd
Registered person unique reference number	RP525041
Telephone number	0161 367 8667
Date of previous inspection	3 March 2015

Information about this early years setting

Rainbow Corner Playgroup registered in 1998. The playgroup employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and two staff are unqualified. The playgroup opens from Monday to Friday, term time only. Sessions are from 7.30am until 5pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector and the deputy manager completed a learning walk to gain an understanding of how the early years provision and the curriculum are organised.
- The assistant deputy manager and the inspector carried out a joint observation of teaching.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector viewed a sample of documents. This included evidence about staff suitability and training, and evidence of staff paediatric first-aid certificates.
- The inspector observed the quality of education indoors and outdoors.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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