

# Inspection of Rainbows Playgroup Ltd

St Peter & St Paul's Church Hall, Church Street, Eckington, SHEFFIELD S21 4BG

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Inspection date:

13 November 2019

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety and welfare are compromised. The manager does not always ensure that a qualified first aider is present on the premises at all times. This means that should a child have an accident at the setting, a qualified member of staff is not there to attend to them.

Children behave well and develop positive attitudes to learning. They freely access a wide range of stimulating activities and resources. Children delight in regular opportunities to explore and investigate with a range of different textures, including paint, dough and natural materials. They show that they feel happy and safe with staff as they accept help and support as they play. Children take pride in their achievements, as they delight in showing their friends their paintings and smile as they receive praise for their efforts.

Children with special educational needs and/or disabilities and those in receipt of additional funding are supported well. These children benefit from additional targeted help which is regularly reviewed. Routines and activities are adapted by staff to ensure all children can join in.

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

- Children's welfare is not assured. The manager has not carefully considered the safe deployment of staff. This means that on one day a fortnight, a first-aid trained member of staff is not present to respond to any accidents or injuries that may occur to children.
- Staff get to know the children well. They use the information they gather to plan a broad range of activities that help children build on what they can already do. This ensures children acquire the skills they need in readiness for future learning.
- Staff give children clear and consistent messages to help them understand what is expected of them. They act as good role models for children. Children learn to behave well and relate well to others.
- Children enjoy looking at books and sharing their favourite stories. Staff read to children and encourage them to predict what might happen next. Children enthusiastically recall familiar phrases from stories such as 'run, run, as fast as you can'. They take home books to share with their family, to nurture their early enjoyment of reading.
- Staff promote children's mathematical skills across a wide range of activities. Children use small tools to draw around numbers in flour. Staff support children's early number recognition as they help them to identify the numbers they have drawn. At the craft table, children are encouraged to compare the shape and sizes of the leaves before they add them to their artwork. They use

mathematical language, such as, 'long' and, 'short', as they are helped to compare tyre tracks in the sand.

- Parents and carers speak highly of the playgroup. They comment that they receive regular updates about their child's progress and any areas of development that may require extra support. Staff provide parents with guidance on activities and experiences that can be provided at home. Home learning activity bags have been developed for children to take home, so parents can further support their learning. These focus on providing children with experiences they may not normally have access to.
- Staff provide a wide range of resources outdoors to support all areas of children's development. However, due to the large amount of activities set out in a small space, children's engagement in play is sometimes interrupted. This is because they must stop what they are doing and move away from their activity to allow other children to pass by.
- Children are learning the importance of looking after themselves and adopting healthy lifestyles. They carefully wash their hands. When their hands are dry, they proudly tell staff that 'the germs are all gone'. At snack time, children serve their own food and pour their own drinks. They have daily opportunities to brush their teeth. Staff role model good tooth brushing techniques and children follow their instructions. Parents comment that this has impacted positively on children's tooth brushing at home.
- The manager provides staff with regular supervision sessions and offers them some feedback on their practice. However, targets set during these meetings are not focused on improving staff skills to raise the quality of education to the highest level.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure that there is a person trained in paediatric first aid on site at all times when children are present. All staff have completed training in safeguarding so they are aware of their roles and responsibilities and the procedures to follow if they are concerned about the welfare of a child. Staff ensure all areas of the playgroup and the garden are safe, secure and suitable at all times. Robust systems for the recruitment and induction of staff are in place, including their ongoing suitability.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that at least one person with a paediatric first-aid certificate is on the premises and available at all times when children are present.	15/11/2019
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**To further improve the quality of the early years provision, the provider should:**

- focus more precisely on observing and monitoring staff practice to identify more sharply focused professional development opportunities in order to enhance the quality of education
- review the use of the outdoor learning environment to enable children to fully engage in activities.

## Setting details

<b>Unique reference number</b>	EY547383
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10100261
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Rainbows Playgroup
<b>Registered person unique reference number</b>	RP547382
<b>Telephone number</b>	07757865862
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rainbows Playgroup Ltd was registered in 2017. It opens Monday, Wednesday and Friday from 9:15am to 12.15pm, during term time only. The playgroup employs eight members of staff. Of these, six hold appropriate early years qualifications at level 3 or above. The playgroup provides funded early education places for two- three- and four year-old children.

## Information about this inspection

**Inspector**  
Dawn Barlow

## Inspection activities

- The inspector considered the views of parents and carers during the inspection.
- The inspector observed children engaged in activities in the indoor and outdoor learning environment and assessed the impact this has on children's learning.
- The inspector held discussions with the manager during the inspection. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector held discussions with staff about their roles and responsibilities, and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector and the manager completed a learning walk across all areas of the setting and discussed the curriculum.

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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