

Inspection of Rainbow Playgroup

The Auction Centre, Eastwood Road, Oundle PE8 4DF

Inspection date: 22 June 2023

Overall effectiveness **Good**

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 enter the safe and inviting playgroup with confidence and enthusiasm. Staff warmly welcome them, which helps them to feel secure, and children quickly find their favourite activity. Staff help children to problem-solve as they build a 'fountain'. Children are supported to use their mathematical knowledge to make estimations and compare lengths of guttering, so that the water travels down the fountain at speed. Staff assist children to judge the distance of where to place the bucket so that the water is collected.

Staff closely supervise and assist children as they prepare a healthy snack. They encourage children, saying, 'can you press really hard with your muscles?' and 'I think if you turn it that way it might be a bit easier.' This helps to build children's confidence and learn new skills.

Children are encouraged to work harmoniously with their friends and are polite to the staff as they ask 'please can you get me some scissors'. Staff help children to develop a love of stories. Children sit mesmerised as staff tell stories with gusto. They help children to build their vocabulary as they recall characters in the story and talk about the storyline.

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

- The manager and her staff have a clear intent for the curriculum provided. With the help of enthusiastic and warm staff, children spend prolonged periods of time at each activity as they are inviting and relevant to the children's interests. This helps them to build new skills and knowledge that prepare them for the next stage in their education.
- Staff support children to build their communication skills. They model language, introducing new words as the children play. However, staff do not always give children enough time to process their answers to questions before answering them and asking more.
- Children generally understand the daily routine of the playgroup. They enter the building excitedly when they learn that it is story time, and gather keenly on the carpet. However, some children do not yet understand the routines, and staff do not provide enough support for these children during transitions.
- Parents speak highly of the care and education the manager and her staff provide. They comment that the 'incredible' staff team plays a fundamental role in their child's development. Parents note that communication with staff about their child's progression is exemplary, and they are given help and advice to support their children's learning at home.
- Staff support and build children's independence at playgroup. Children pour their drinks and select their own snack. Staff give children choices and allow

independence during play. They carefully consider the environment, enabling children to make independent choices as they access toys and activities.

- Staff support children's good health. They remind children to wear their hats in the sun and talk about healthy foods as they sit and eat with them during mealtimes. Staff provide children with healthy snacks and support parents to consider providing healthy items in children's lunch boxes.
- Staff say that they feel very supported by the manager and are happy in their role. The manager ensures that a programme of continuous professional development is in place. Staff comment that they find the regular meetings and training courses beneficial as they build their knowledge and give them confidence in their role.
- Children's behaviour is good. Staff gently remind children about using their manners and sharing the toys. Children understand these reminders and consider these as they play, saying 'we can share the chairs' as they build and construct small worlds with bricks.
- The manager arranges for visitors to come to the playgroup to help provide children with additional experiences. For example, a recent visit from a fire engine gave children the opportunity to see inside the engine and use the hose. This helps children to learn about how people help us within the community.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that robust safeguarding procedures are in place. Regular safeguarding training and discussions at meetings ensure that staff understand their responsibilities for safeguarding children in their care. The manager ensures that the safe recruitment of staff is vigorous, and a detailed induction is given so that new staff understand the importance of keeping children safe. Risk assessments are in place to minimise hazards, and staff create an environment that is safe and secure. Staff recognise the signs and symptoms that may indicate a child is at risk from abuse, and know how to record and report any concerns swiftly and efficiently.

What does the setting need to do to improve?

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

- give children time to process their thoughts before staff answer and ask further questions
- help staff to support children's understanding during transitions from one activity to another.

Setting details

Unique reference number	EY465195
Local authority	North Northamptonshire
Inspection number	10285591
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	28
Name of registered person	Goldsmith, Catherine Louise
Registered person unique reference number	RP512668
Telephone number	07803 241 409
Date of previous inspection	11 October 2017

Information about this early years setting

Rainbow Playgroup registered in 1994 and is situated in Oundle, Northamptonshire. The playgroup employs six members of childcare staff. Of these, four hold childcare qualifications at level 2 or above. The playgroup opens Monday to Friday during school term time only. Opening times are from 8.30am until 3pm, Monday to Thursday, and from 8.30am until midday on Friday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the playgroup and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the playgroup with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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