

Inspection of Rainbow Playgroup

Benjamin Adlard CP School, Sandsfield Lane, Gainsborough, Lincolnshire DN21 1DB

Inspection date: 27 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are making significant progress in their learning and development because staff have high aspirations for all children and are effective at implementing the curriculum. Children demonstrate their learning as they examine the bugs that they find in the garden, correctly identifying them as woodlice. They spend long periods of time engaged in their play, exploring and learning as they do so.

Children are active and their physical development benefits from the many opportunities staff provide, indoors and outdoors. They participate in games where they follow instructions to stomp and march. They play outdoors each day, where they enjoy fresh air and exercise. This is particularly beneficial for some children who have limited opportunity for this elsewhere.

Children learn how to get along well with others. Staff teach them why some of their actions are not safe or appropriate, such as throwing sand. Children know how they can stay healthy and hygienic. When staff ask what they should do after they hold bugs, they quickly respond by washing their hands. Staff are successfully helping children develop the skills they need to look after themselves and their friends.

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

- The setting has planned a relevant and ambitious curriculum for all children who attend. Staff have taken into consideration children's experiences outside of the setting and have planned activities to teach children new knowledge and skills. For example, children learn about the many varieties of animals and insects and identify their similarities and differences. Staff successfully involve children's parents in their learning by sharing ideas of how they can help at home.
- Staff are skilful at teaching. They use a variety of questioning techniques to encourage children's thinking skills and to assess their knowledge. Staff demonstrate new skills to children and children show what they have learned through copying. Staff explain why things happen in a certain way, for example when water flows down a slope.
- Staff support children to maintain positive attitudes to their learning. When children start to become disengaged in what they are doing, staff quickly respond by involving them in new activities. Staff continue to offer this close support until children resume their independent purposeful play. This helps children to remain focused throughout their time at the setting.
- Staff use their knowledge of how children like to learn when planning activities. They know children need to constantly build on their language and communication skills. They recognise children like to be active and their concentration dwindles quickly when sitting still. Because of this, staff plan

action songs and games, where children can participate in using their developing speech skills through song, while energetically moving around the room.

- Staff plan exciting activities for children that they know children will enjoy participating in. However, on occasion, staff do not plan and order activities precisely enough for children to consolidate their developing knowledge and skills. For instance, staff plan activities for children to share and take turns, but there are limited opportunities for children to practise these skills because the resources being used are plentiful.
- Staff use effective strategies to promote children's positive behaviour. There are clear routines to the day, which means that children know what is happening when, and what is expected of them. For example, when staff announce it is group time, children know they should collect a mat to sit on and gather on the carpeted area.
- Staff have thought about what they can do to develop children's independence and understanding of responsibility. For instance, every morning each child is assigned a job which they fulfil at some point during their session. Examples include distributing the plates at snack time or wheeling in the coat rail before home time. Children are eager to participate in these tasks and show great enthusiasm when their jobs are initially given to them.
- Leaders and managers use effective coaching and mentoring strategies through their supervision of staff. Staff are enthusiastic about their professional development, and some are undertaking work to obtain further qualifications in childcare and education. This means that staff are continually improving their practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to plan and order activities more precisely based on what they want children to learn next.

Setting details

Unique reference number	EY341153
Local authority	Lincolnshire
Inspection number	10337162
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	16
Number of children on roll	14
Name of registered person	Rainbow Playgroup Committee
Registered person unique reference number	RP905897
Telephone number	07817782632
Date of previous inspection	3 July 2018

Information about this early years setting

Rainbow Playgroup registered in 2006. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The setting opens from Monday to Friday during term time. Sessions are from 8.55am until 11.55am. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

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 managers and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- 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 activity outdoors with one of the managers.
- The inspector spoke to three parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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