

Rainbow Playgroup

Inspection report for early years provision

Unique Reference Number	110010
Inspection date	10 May 2007
Inspector	Alison Large
Setting Address	Spring Lane, Colden Common, Winchester, Hampshire, SO21 1SB
Telephone number	01962 713368
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Registered person	Rainbow Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rainbow Playgroup is a committee run group. It opened in 1989 and operates from three rooms in a church building in the Colden Common area of Hampshire. It serves the local area.

A maximum of 24 children may attend the playgroup at any one time. The group is open Monday to Thursday from 09:00 to 12:00 and Wednesday and Thursday from 12:15 to 14:45 during school term times, with optional lunch club available on Mondays and Tuesdays. All children share access to a secure enclosed outdoor play area.

There are currently 46 children from two years nine months to under five years on roll. Of these, 40 children receive funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting currently supports a number of children with learning difficulties or disabilities and is also able to support a number of children who speak English as an additional language.

The playgroup employs 11 members of staff. Of these five hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is assured as they are well protected by staff who follow effective procedures and practices, such as regular cleaning of surfaces. Children play an active part in keeping themselves healthy by washing their hands after using the toilet and before eating. They are beginning to be aware of their bodies and know they must put on a coat before going outside to play. Good use of documentation ensures that staff are recording accidents or the administration of medicines. However, entries of medication administered to children, have not been countersigned by the parents, which affects the good sharing of information.

All children are offered nutritious snacks, such as fresh fruit and other healthy options. The children enjoy this time, as they sit at a table with other children, which helps develop their social skills. Children are offered a choice of milk or water at snack time, and water is available throughout the session which children can access themselves. The staff are aware of any special dietary requirements or allergies the children may have and work closely with the parents to ensure the children's dietary needs are met.

Children develop a good range of skills during their physical play. They enjoy their outdoor time in the play area, when they can access a range of equipment which enables them to practise skills, such as peddling; and children make regular use of the local park with staff. They are able to access a variety of outdoor play, and can practise moving their bodies in different ways. They have the use of play equipment to climb on indoors and make use of music and movement time. They confidently use a good range of small equipment to increase their manipulative skills, such as scissors and pencils and are gaining in control and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe and secure environment. Effective use of the available space both inside and out enables children to move freely, but safely, accessing well maintained toys and play materials. The rooms provide an attractive and stimulating environment for both children and parents. Staff are vigilant and reduce the risk of accidents by carrying out risk assessments on the premises. Children and staff are familiar with the emergency evacuation procedure, which they practise regularly each term.

Children are effectively involved in protecting themselves from harm. They are encouraged to take responsibility for their own safety when discussing keeping themselves safe before they go to the park. All staff are aware of their individual roles and responsibilities towards the safety of the children and the premises. The front door is kept locked, visitors have to sign in and out of the building, keeping the premises and children secure and safe.

Children are well protected by staff who have a clear understanding of child protection and the procedures to follow if concerns are identified. Parents can access information about the playgroup's child protection policy from the policy folder provided. All the required documentation and procedures are in place to ensure the children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well into the session and are confident in the routine. They enjoy their activities and interact well with staff and their peers, building positive relationships with them. Children benefit from the routine, allowing them to initiate some of their own ideas. However, they have limited opportunities to freely access resources and make their own choices about their play to help develop their independence. Children play well independently and with their peers, as well as enjoying opportunities to work more directly with staff through activities, such as making a birthday cake or having stories read to them in the book corner.

Nursery Education

The quality of teaching and learning is good. Children's attitude to learning is positive and they are able to access resources which have been set up for them around the room. They concentrate well during routine activities, such as large group time, and staff all act as good role models and provide an exciting learning environment. Staff value the children's work and use some for display purposes, providing a colourful environment for children to play and learn in. The staff plan a range of activities, which cover all areas of learning and link to the stepping stones of the Foundation Stage curriculum. The free play times offer children a choice of activities set out by staff, but do not encourage a great deal of free access to resources due to the lack of storage space. The new planning systems are starting to differentiate for some children and activities are evaluated at the end of each week. Clear assessment records are completed to indicate which stepping stones the children have achieved or are working towards. Assessment is thorough and children's achievements are well recorded. However, plans do not yet clearly show extra challenge needed for the more able children, to ensure all children are continually making progress, in an exciting learning environment.

Many children chatter while they play and enjoy talking with staff members and each other. Children's vocabulary is developing well, they begin to understand text has meaning as they handle books in the book area. Children count confidently and use mathematical language with confidence, talking about shape, size and quantity during their play. Children enjoy stories and listen attentively at whole group time, they are beginning to recognise the sounds and shapes of letters as they take part in the group activity. Children are gaining confidence in using one handed tools such as paintbrushes and pencils during their play, they explore shape, size and quantity during a range of planned activities relevant to the weekly theme. Children explore with sand, water, dough and paint and the playgroup have a lap-top computer and children who access this are able to complete simple programs to support their learning.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are cared for by attentive staff who are responsive and meet their needs well. They settle in quickly to the daily routine and are developing their self-assurance, and learn to help to tidy away. They become aware of their own and other's needs through discussions with staff and themed activities about themselves and the wider society, for example, children learn about a variety of cultures and explore different traditions such as Hanukkah, Birthdays and Christmas. Children's individual personalities are valued by staff, who praise good behaviour and achievements such as tidying up well. As a consequence, children respond well and behaviour is good. Staff are able to support children with additional needs and work alongside the parents.

Children are gaining in self-confidence and form good relationships with staff and each other. They concentrate well and are learning to share and take turns. Children benefit from the friendly relationships between staff and parents, which helps to secure the relationship they build within the pre-school. Parents find staff friendly and approachable and feel they can discuss issues with the staff at any time.

The partnership with parents and carers is good and this has an important influence on children's wellbeing. Parents are provided with a wide range of information through notice boards and regular newsletters. Plans are displayed in the room and parents have access to their child's progress records, and are welcome to speak with staff to discuss their child's progress at any time. Parents state that staff are very approachable and that they gain a good insight into their child's session from verbal feedback when they collect their children. Policies and procedures are available for parents to see and include a complaints procedure and record. Staff develop good relationships with the parents, they take time to get to know the families well, and children benefit from the well established relationships they build within the group.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children, are fully included and happy in the well organised environment, they are cared for in bright and welcoming premises where staff are appropriately checked. They work effectively as a team, are well deployed, have clear roles and responsibilities, and ensure that children's individual needs are well met. Children benefit from organised and enthusiastic staff, who have a clear understanding of their roles and responsibilities within the playgroup. The deployment of staff is good, ensuring all children are secure and happily engaged in activities.

Records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff get to know the children well through the use of information obtained on the children's registration forms and through daily communication with parents. All children are cared for by attentive staff, the younger children are settling in and developing their self-assurance. Staff complete daily registers for the children, visitors are asked to sign in on arrival and a range of policies and procedures, are shared with parents.

Leadership and management is good. The committee and supervisor support the staff team and clear roles and responsibilities are defined, enabling each member of the team to contribute fully to the running of the playgroup. The setting successfully assesses its own strengths and weaknesses through monitoring, evaluating and reviewing practice as a whole. The staff team work well together, providing a vibrant environment for the children, they are experienced and are committed to attending further training opportunities. All staff are able to be involved in the planning and evaluating of the curriculum and delivery of the Nursery Education. However, the supervisor has recently changed the method of planning, which will enable staff to improve the evaluation of the activities more effectively, to enable all children to reach their full potential. Children benefit from the knowledge and experience of the staff. They are committed and dedicated to ensuring the quality of care and education is continually improved for all the children.

Improvements since the last inspection

At the last inspection the playgroup were asked to provide a wider range of resources reflecting positive images of disability. Since the last inspection the group have purchased some new

resources promoting positive images of disability and have posters displayed in the setting reflecting positive images and other languages. This ensures the well-being of all children is promoted.

At the last nursery education inspection the playgroup were asked to develop individual child assessments to ensure progress towards each of the early learning goals is monitored effectively; to provide opportunities for children to develop problem solving skills; and to plan opportunities for children to learn about changes which happen to their bodies when they are active. Since the last inspection the group have ensured that all the recommendations have been met ensuring the children are making progress in their learning and development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure medication records show parents have been made aware when medication has been administered to their children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning, evaluation of activities and information gained from children's assessments to provide appropriate challenge to move children onto the next stage of their learning.
- continue to develop children's independence and provide more opportunities for freedom of choice of activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk