

Rainbow Playgroup

Inspection report for early years provision

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Inspection date 09/06/2010
Inspector Lorraine Sparey

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

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. All children share access to a secure outdoor area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the playgroup at any one time, of these, all may be in the early years age group. There are currently 44 children on roll, all of whom are in the early years age group, and of these, 35 are in receipt of early years funding. The group is open Monday and Thursday from 9am to 12 noon or 1pm, Tuesday and Wednesday from 9am to 12 noon or 1pm and 12 noon to 3pm, and Friday 9am to 12 noon during school term times.

Children come from a wide catchment area and are able to attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities.

The playgroup employs eight members of staff, of these, six hold appropriate early years qualifications. In addition, there are currently two temporary members of staff employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are highly motivated and confident in the welcoming and child-centred environment. Children's individual needs are well met because staff demonstrate a clear knowledge and understanding of their interests and abilities. Parents are encouraged to be involved in their child's learning, and the setting have developed good relationships with other early years professionals to maximise children's learning opportunities. The setting has made good progress since their last inspection addressing the recommendations effectively to improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the systems to ensure children's files are completed and parents have the opportunity to see their child's file
- ensure staff are consistent in their approach to helping children develop an understanding of safety issues.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from harm and neglect because staff demonstrate a good understanding of possible signs and symptoms of potential abuse. There are effective procedures to follow in the event of a concern being noted. Effective recruitment and vetting procedures ensure that staff are suitable for their role, and parent helpers are very clear on their responsibilities. Staff place a high emphasis on safety both inside and outside. Comprehensive risk assessments and daily safety checks ensure that the environment is safe for children to explore. Staff notice children running through the hall. They remind children about walking, explaining that they may hurt themselves. However, they are not always consistent in their approach. All the required documentation is in place. Staff implement secure registration systems to ensure children's safety at all times. Effective procedures ensure that children are safe and secure at all times.

Staff and the committee are proactive in monitoring and evaluating the whole provision. Parent questionnaires, visits from the early years advisors and meeting with other early years professionals provide opportunities to consider all aspects of the provision. The setting has recognised they would like to extend the outside area provision and are in discussion with the church to improve the outdoor facilities. Children freely move between indoors and outdoors, participating in a good range of activities in the outdoor area. All staff and committee are encouraged to be involved in completing the Ofsted self-evaluation form. The supervisor is committed, enthusiastic and is particularly good at motivating and valuing the input with all those involved.

Partnerships with parents and carers is well fostered. Good quality information about the setting is provided from the outset. There are effective systems in place to ensure information is exchanged on a regular basis to meet children's individual needs. Parents have regular opportunities to talk with their child's key person and be fully involved in their child's learning. There are systems in place to share children's learning journeys. For example, parents can take their children's files home to enable other family members to see them. However, these are not fully monitored because some parents have not seen their child's records since starting. Parents report that they feel the communication between the staff and themselves is good. They particularly like the friendly atmosphere and their children have opportunities to participate in a broad range of activities. The setting has developed effective procedures to liaise with other early years settings and professionals to ensure a cohesive approach to children's learning.

The setting uses the space and resources well to meet children's individual needs and provide them with a wide variety of activities and play opportunities. Children are confident to freely select from the broad range of resources in both the play rooms. There is a good range of resources to increase children's awareness of diversity and encourage them to value differences.

The quality and standards of the early years provision and outcomes for children

Children are very confident and motivated in their learning. They show great excitement as they watch a snail move round the tray. Some children guess in which direction the snail will go, while others enjoy putting food out such as grapes and cucumber for the snail to eat. They laugh as the snail moves onto the grape. Other children are totally absorbed in making their own envelopes. A child shows a visiting adult how they have written their name on the envelope. Children's language is developing well, they confidently communicate their ideas and engage in conversation both with their peers, staff and visiting adults. Children's sense of belonging is well fostered. Each child has the opportunity to choose some friends and make their own birthday cake which they enjoy decorating. Children are encouraged to be independent in their personal skills and choose what they would like to do. Consequently, their confidence and self-esteem is developing well. Staff clearly know individual children's needs and tailor activities to meet them. For example, several children show interest in slugs and snails. Staff extend their interest by encouraging the children to find some snails which they observe using magnifying glasses and a bug viewer. Later during the session they are encouraged to make snail trails using a variety of resources and snail collages both individual and a large collage to go on the display board. Children use books to identify how snails and slugs live and move.

Staff demonstrate a secure knowledge of the Early Years Foundation Stage and plan and provide a wide range of activities to meet all areas of children's learning. They complete regular observations in a variety of ways both planned and spontaneous. This ensure that children's progress is monitored and the next steps in their learning effectively planned. However, children's files are not always consistent and the monitoring systems to ensure they are up to date are not fully effective. Consequently, there is not an accurate picture of the progress of every child.

Children follow good hygiene practices and are developing awareness of healthy lifestyles. They know when and why they wash their hands and low-level sinks with paper towels supports their independence. Children benefit from healthy nutritious snacks such as fresh fruit and crackers and on a regular basis children make their own snacks such as cheese buns. Children understand about following good hygiene procedures when cooking such as not licking their fingers after they have mixed the ingredients. They learn about safety issues through discussions and staff being positive role models. Children have good opportunities to practise the evacuation procedures to ensure their familiar with how to exit the building quickly and safely from either entrance.

Children's behaviour is good, they show consideration to their peers and adults alike. A child kindly passes a car to another child. Staff use praise and encouragement effectively and provide a daily award for good behaviour. This develops children's sense of right from wrong. Children are learning about their community and the wider world through meaningful projects and visits to the local

schools. In addition, teachers from the local schools visit the children in their own setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met