



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110010

DfES Number: 525751

INSPECTION DETAILS

Inspection Date 19/01/2004
Inspector Name Deborah, Jean Watton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name RAINBOW PLAYGROUP
Setting Address Spring Lane
Colden Common
Winchester
Hampshire
SO21 1SB

REGISTERED PROVIDER DETAILS

Name The Committee of Rainbow Playgroup

ORGANISATION DETAILS

Name Rainbow Playgroup
Address Spring Lane
Colden Common
Winchester
Hampshire
SO21 1SB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Rainbow Playgroup is a committee run group which opened in 1989. It operates from three rooms in a church hall in Colden Common, near Winchester. The playgroup serves mainly the local community.

There are currently 22 children aged from two years six months to five years on roll. This includes ten funded three year olds and six funded four year olds. Children attend for a variety of sessions. The setting is able to support children with special needs or for whom English is a second language.

The group opens four days a week during school term times. Sessions are from 09:00 to 12:00, Monday to Thursday, with an optional lunch session from 12:00 to 12:55 on Mondays and Tuesdays.

Four full and part-time staff work with the children. Three members of staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Rainbow Playgroup provides good quality childcare.

Good use is made of space, with three rooms being used to provide different types of activities like physical play, messy play and quiet activities. The children also use an enclosed outdoor area and regularly visit the local school for physical play. Children have easy access to a wide range of well maintained resources and move confidently between rooms. All documentation is in place and confidentiality is maintained.

Staff are very aware of safety issues. They act as role models, demonstrating good hygiene procedures. They talk to parents about dietary requirements and work closely with parents and outside agencies to support children with special needs.

Staff provide a wide range of activities and children are encouraged to explore and investigate their surroundings. Staff question children effectively to encourage them to use their imagination and share their ideas. Resources include a good range of books, toys and posters showing positive images of gender and culture, however, resources reflecting positive images of disability are limited. Staff use effective strategies for behaviour management which take into account the stage of development of each child. Children respond well to praise and encouragement and behaviour is good.

Staff develop good, open relationships with parents and carers who are well informed about the settings policies and procedures. Parents receive regular newsletters and are informed about the programme of activities through the parent notice boards. They have opportunities for formal and informal discussions with staff and are invited to volunteer as helpers in the playgroup or to join the playgroup committee.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff provide a wide range of stimulating activities in a warm, welcoming environment where children's artwork and photographs are displayed on the walls.
- Staff provide a safe, secure environment within the playgroup and on outings. They undertake regular risk assessments and practise routines and closely supervise the children to ensure their safety.
- Staff provide nutritious snacks which take account of individual dietary requirements and children help themselves to drinking water throughout the session.
- Staff develop very good relationships with parents and carers who are welcomed into the playgroup and involved in every aspect of their child's care.

What needs to be improved?

- resources showing positive images of disability.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	Provide a wider range of resources reflecting positive images of disability.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision of nursery education at Rainbow Playgroup is of good quality and children are making generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and creative development. Progress is generally good in mathematical development and physical development.

The quality of teaching is generally good. Staff have a clear understanding of how children learn. They plan and provide a stimulating range of practical activities, however, child assessments are not comprehensive. They know individual children well and use praise and encouragement effectively to increase children's confidence and self-esteem. Behaviour management is good, with children learning to co-operate in their play and consider each other's feelings.

Leadership and management are generally good. Staff and volunteers work well as a team, and clear communication enables them to provide a stimulating, well balanced programme. The supervisor carries out daily evaluation of the provision which enables her to assess areas for improvement. Although curriculum planning and daily activities are effectively monitored, the current system of child assessment limits the settings ability to evaluate children's progress. Effective systems are in place for the continual assessment and development of staff and training is actively encouraged.

The partnership with parents and carers is very good. Staff develop good, open relationships with parents who are welcomed into the playgroup and are comfortable discussing their child's development. Parents are well informed about the setting through welcome booklets, newsletters, notice boards and policy documents. They have many opportunities to share what they know about their child. Parents are encouraged to play a part in the running of the playgroup as parent helpers or committee members.

What is being done well?

- Staff create a well planned, stimulating environment where children are encouraged to explore and investigate their surroundings.
- Children develop good relationships with adults and other children. They make choices about what they do, are confident and have high self-esteem.
- Children have many opportunities to use their imagination and express ideas, for example, during music and movement, story time and role play activities.
- The partnership with parents and carers is very good. They are welcomed into the playgroup to discuss their child's development or to take part in the daily routine as a volunteer helper.

What needs to be improved?

- opportunities for children to develop mathematical problem solving skills
- opportunities for children to learn about changes that happen to their bodies when they are active
- individual assessments, to ensure staff are able to monitor progress towards all the early learning goals and to assess individual developmental needs.

What has improved since the last inspection?

Improvement since the last inspection is generally good. Effective systems have been implemented to manage children's behaviour and to encourage their development through effective questioning and teaching. Short and medium term plans are now more comprehensive and provide an effective tool for staff. Children also have many opportunities to discuss ideas and experiences and their spoken language develops well. Changes have been made to the assessment system, however, these were not comprehensive and this is carried forward as a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to try new things, keen to learn and interested in the activities provided. They develop friendly, positive relationships with staff and other children, learning to co-operate, share and take turns. Children have many opportunities to make choices and develop independence, for example, they choose activities, select snacks and help themselves to drinks. Children feel valued through the staff's effective use of praise and encouragement and they behave very well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language develops well. They learn to negotiate and express their imagined experiences during role play, for example, creating a shop or hospital. Children enjoy books and listen avidly to stories. They learn to link sounds with letters and have many opportunities to recognise their names and understand that print carries meaning. Children are provided with many opportunities to practise pre-writing skills, for example, using paper, notepads and diaries during role-play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use numbers in every day situations. Many children recognise numerals one to nine and count confidently up to ten. They are introduced to the language of addition and subtraction in meaningful ways like playing picture dominoes or singing number rhymes, however, they have limited opportunities to develop problem solving skills. Children learn about shape, position, size and quantity through practical activities like cooking, sand and water play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate their environment. They enjoy a wide variety of activities and talk in detail about themselves and the world around them. Children are confident using information technology and have access to a range of mini-computers, calculators and telephones. Conversations with staff and photographs of previous activities effectively encourage children to discuss past and present events in their lives. They learn about different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use an attractive range of equipment which provides challenging opportunities for climbing, jumping and balancing. Children move confidently during physical play and enjoy music and movement sessions. They have limited opportunities to learn about changes that happen to their bodies when active. Children are skilled at using a variety of tools and materials and frequently use paper, card, scissors, glue, paintbrushes, pens and pencils.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have opportunities for daily art and craft activities where they explore colour, texture and shape, creating pictures and models to their own designs. Children enjoy participating in singing sessions and build up a repertoire of songs and action rhymes. They use their imagination and express their ideas through music and movement, stories and role-play. Children respond with all their senses to many experiences, such as tasting and smelling food and touching contrasting textures.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop individual child assessments to ensure progress towards each of the early learning goals is monitored effectively
- provide opportunities for children to develop problem solving skills
- plan opportunities for children to learn about changes which happen to their bodies when they are active.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.