

Rainbow Playgroup

Falconwood Community Centre, Falconwood Parade, The Green Welling, Kent, DA16 2PG



Inspection date

Previous inspection date

9 January 2017

14 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are comfortable and confident with staff and their friends. They form secure, emotional attachments with them and each other.
- Staff swiftly identify where children need additional support. They work closely with other professionals and effectively follow their guidance to support children who have special educational needs or those who speak English as an additional language. This supports children to make continual progress in their development.
- Staff are deployed well and work effectively together as a team. They share ideas and support each other throughout the session, to enable them to meet children's individual needs.
- Children's behaviour is managed well. Staff make sure that they know children's interests, backgrounds and individual needs to help them provide the support they need.
- Staff support children to make good progress. Children develop a range of skills, such as social skills and an awareness of mathematical ideas. This helps to prepare them for the next stage in their learning.

It is not yet outstanding because:

- Staff do not consistently provide a wide range of exciting experiences, particularly for those children who enjoy playing and learning outdoors.
- On occasion, staff help children with simple tasks that they could learn to carry out for themselves.

What the setting needs to do to improve further

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

- increase the range of opportunities and experiences available to support those children who prefer to play and learn outdoors
- make the most of opportunities to develop further children's independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and held discussions about children's development and progress.
- The inspector sampled children's progress records, planning documentation and evidence of suitability of staff working at the pre-school. She also viewed policies and procedures and self-evaluation documents.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and met with the manager, deputy manager and the local authority adviser.

Inspector

Mary Vandeppeer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear and up-to-date understanding of child protection procedures. They know what to do if they have any concerns about a child. They are also aware of how to identify any risk from extreme behaviour and views. The manager monitors children's progress regularly. She uses this information to support her to promptly identify and address any gaps in their learning. The experienced staff share information from training effectively, for example, guidance on how to encourage every child to communicate. This helps to ensure that children benefit from staff using the latest childcare practices. Self-evaluation is developing well, and management uses feedback from parents, staff and children. For example, staff are now making better use of the second play room for children's quieter play.

Quality of teaching, learning and assessment is good

Overall, staff ensure that the teaching and learning programme provides a wide range of interesting and challenging experiences, based on assessments of children's skills and interests. Activities are set out ready for when children arrive, so their learning can begin on arrival. For example, children find their name cards to 'self-register' and show they are present, and also to 'buy' their snack. They also use their name cards to help them write the letters in their name. Staff display children's next steps in learning and use these to support their progress. For example, children use shape boxes and puzzles to accurately put together different sized structures and build on their counting and problem-solving skills. Staff listen to and talk with children well; encouraging them to build on their communication skills. For example, when children pick a book they want to look at, a member of staff makes time to read with them and help them learn new words.

Personal development, behaviour and welfare are good

Children are greeted warmly by staff and are made to feel welcome. A picture timeline helps children follow familiar routines and gain an understanding of what is coming next; for example, snack time and home time. Children enjoy going outdoors and they ride on bicycles and cars, using cones to manoeuvre around. This helps them to keep active. Parents provide snacks and packed lunches and are encouraged to follow the setting's healthy eating policy; for example, supplying fruit and bread sticks.

Outcomes for children are good

All children thrive in this warm, caring and welcoming environment. They learn to take turns, respect each other and develop meaningful relationships. Children benefit from organised visits from the emergency services and others who work in the community to help us. This helps to raise their awareness of different roles in the community. Children have good opportunities to practise the skills needed to help prepare them for school.

Setting details

Unique reference number	115363
Local authority	Bexley
Inspection number	1061242
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	21
Number of children on roll	35
Name of registered person	Rainbow Pre-School Committee
Registered person unique reference number	RP523907
Date of previous inspection	14 May 2013
Telephone number	07518859079

Rainbow Playgroup registered in 1992 and is managed by a committee. It operates from Falconwood Community Centre, in the London Borough of Bexley. Opening hours are every weekday from 9.30am to 12.30pm and on Wednesday and Friday afternoon from 12.45pm to 2.45pm, term time only. The pre-school employs six members of staff, all of whom hold appropriate early years qualifications. The provider receives funding to provide free early education for children aged two, three and four years.

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