

Rainbow Playgroup

Inspection report for early years provision

Unique reference number 134828
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Inspector Christopher Moxley

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the setting

Rainbow Playgroup operates from a purpose-built, single storey building at the rear of the Glory Farm School complex. The playgroup has been registered for over 25 years. A committee of volunteers manages the playgroup. The premises comprise a hall, kitchen, toilet and washing facilities. A securely fenced outdoor play area is available for children's play. Children from Bicester and the surrounding villages attend the playgroup. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered on the Early Years Register for a maximum of 26 children per session, and on the voluntary and compulsory parts of the Childcare Register. There are currently 56 children aged from two to under five years on roll. Of these, 39 children are in receipt of funding for nursery education. Most move on to nursery provision at the school at the age of four. The playgroup supports a number of children with learning difficulties and/or disabilities and some with English as an additional language. The setting is open from 09.00 until 11.30 and from 12.15 until 14.45, Monday to Friday, during term time only. Children attend a variety of sessions. The setting employs nine members of staff; of these, seven are qualified in childcare and education, and two are currently on training courses.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. 'My child loves coming here,' was the comment of one parent, which reflected the views of many. In this good playgroup, children are happily settled and achieve well in a stimulating and well-equipped environment. The individual needs of all are well catered for. A well qualified staff team ensures that children are introduced to a good range of learning experiences. The joint supervisors manage the provision well. There are good partnerships with parents, local schools and external agencies. The leadership and management are good, but systems for self-evaluation are insufficiently formalised. The new committee has made improvements, and so the playgroup has a good capacity to develop and raise standards further.

What steps need to be taken to improve provision further?

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

- make sure that activities are evaluated consistently, and put in place a formal system to evaluate the effectiveness of the setting's overall performance
- make sure that parents are able to contribute to their children's achievement record

The leadership and management of the early years provision

The management of the playgroup is good on a day-to-day basis. Recommendations made at the last inspection to improve the care of children have

all been implemented. The two joint-supervisors liaise well in an effective job-share, and direct staff clearly. Children's safety is ensured through secure doors, gates and fences and a thorough system for signing them in and out. They are safeguarded by rigorous vetting of staff. The premises are safe from slipping and tripping hazards, and staff check that all the equipment is safe. Children's progress is recorded well in the 'blue book' learning diaries, which are available to be shared with parents. However, not all parents are aware of this. Nonetheless, the partnership with parents is good. Procedures to identify the next steps in children's learning are good and these are built into the planning. All policies and procedures are reviewed and risks are assessed fully. Staff are given good opportunities to undertake further training to improve their knowledge.

Leaders have evaluated informally and have begun a formal self-evaluation which is insufficient to lead to improvement. They have not identified how well children are making progress or what areas need to be improved. The membership of the committee has changed considerably in the last year, and the new members are very recently appointed. These have made considerable progress in their first month, identifying priorities and implementing necessary changes, including consulting parents and carers.

The quality and standards of the early years provision

Children enjoy the playgroup and play together amicably. Behaviour is excellent. They settle quickly at the start of a session and enjoy being here, because the staff are vigilant, friendly and place a strong emphasis on ensuring good standards of care. Children were seen cooperating well in pairs and small groups, taking turns and sharing well. They played imaginatively at driving, and showed increasing dexterity in cutting and sticking. In imaginative role play they are developing new skills important for their future economic well-being. They develop their physical skills well through playing on the wide range of equipment and keep healthy through plenty of exercise. Several showed good ability with bowling and skittles. Many played creatively with sand and water, including 'painting' the wooden climbing apparatus with water. They all listened attentively to a story and participated enthusiastically in singing and movement activities that followed it. They enjoyed being sharks and fish, acting with concentration.

Children learn well because of a wide range of toys and equipment, and are able to choose whether they want to play indoors or outside. They have sufficient opportunities to develop their literacy and numeracy in varied locations. Some children showed good recognition of basic numerals when playing skittles, and others developed their ability in sorting by using a computer program. Children's written work shows that they are developing the ability to form letters and write their own names. However, they do not make sufficient use of the books on offer. They are provided with healthy snacks, almost all choosing to eat the good range of fruit and vegetables. They have access to drinking water at any time if they ask, although they cannot get a drink for themselves. Children with learning difficulties and/or disabilities or English as an additional language are fully included, and their needs are met well by the staff. Children feel safe because of the vigilance and warm care of the staff. Outside agencies, such as the adjacent Children's Centre,

work well with the playgroup and help to promote the partnership between home and school. Visitors from the community and trips to places such as Mead Open Park enhance the curriculum to help children understand more about the world around them.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.