

# Springfield Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	118567
<b>Inspection date</b>	20 May 2008
<b>Inspector</b>	Caroline Preston
<b>Setting Address</b>	Springfield Gardens, Upminster, Essex, RM14 3EH
<b>Telephone number</b>	01708 223653
<b>E-mail</b>	
<b>Registered person</b>	Upminster Baptist Church
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Springfield Pre-School is a church committee run sessional group. It opened in 1968 and is situated in a residential area of Upminster in the London borough of Havering. A maximum of 26 children may attend at any one time. The pre-school is open each weekday during term time. Morning sessions are from 09.10 to 11.40 each day, with afternoon session available on Monday, Tuesday and Friday from 12.20 to 14.50. Children attend for a variety of sessions. A secure enclosed area is available for outdoor play. There are currently 61 children aged from two to under five years on roll. Of these 60 children receive funding for nursery education. The pre-school employs nine staff, of these, seven hold appropriate early years qualifications.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Records of accidents are clear and recorded appropriately, however are not recorded separately to ensure confidentiality. Staff promote health and hygiene well, parents are asked to keep

children at home if they have any infectious illness, this prevents the spread of infection. Daily routines support children's understanding of hygiene, as they are encouraged to wash their hands when necessary during sessions. Staff ensure all play equipment and the premises are cleaned regularly. Most staff are first aid trained and a fully stocked first aid box is accessible in the main hall, which is checked regularly. Staff have sought from parents permission to seek emergency medical treatment, which is kept within each child's individual file.

Children are offered a good range of healthy nutritious snacks that include a range of fruits and bread sticks, as well as milk, water and squash. Parents are invited to take part in choosing snacks and take it in turn to bring in different fruits. Children take part in healthy eating topics and go with staff to buy fruit and make fruit salads. This supports their understanding of healthy choices. Children take part in daily physical exercise activities, they use the safe and well maintained garden regularly. Play resources that extend their learning include, bikes, cars, tunnels, large parachute and hoops and skipping ropes. Children also take part in running and skipping games, staff support and encourage children in their play, by good planning.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are protected from possible abuse, as staff have a good knowledge of child protection issues and well written policies are in place. Staff are aware of the possible signs and symptoms of abuse and how to make appropriate referrals, parents are also given information regarding child protection issues. Good steps are taken to promote the safety of children whilst at the playgroup. Staff monitor the front door when children arrive and leave the setting, ensuring they leave with the correct adult, and that a record of their attendance is maintained. Within the setting staff risk assess all areas, so that possible hazards can be identified and removed. Staff practise fire drills regularly, therefore children are familiar with the routines and learn about the importance of fire drills.

Children have access to a good range of play resources that are age and stage appropriate. For example, play dough and tools, play tills and pretend money, dressing up clothes and play food. Staff organise play equipment well in both the large hall and the smaller adjoining room, therefore children move freely between these rooms during the sessions. Toys are clean and at low level and arranged attractively, so that children are interested and motivated to play.

The setting is warm and welcoming, parents and children are made to feel comfortable as staff are friendly and approachable. The environment is clean and well maintained. Posters are displayed and children have their own coat pegs. Space is used well and the garden area is safe and secure.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled and happy at the playgroup, they have formed good relationships with each other and staff. They learn about the routine, through photographs displayed on the wall, of what happens throughout the session. This supports new children and helps them to settle, because the pictures are very clear and can promote discussion with staff. Children sit and interact at registration and enjoy show and tell. They are confident showing the books they have brought in for book week. Children play with the play dough making different shapes and patterns, dress up in dressing up clothes, put together puzzles and construct the railway track in pairs. They make book marks, showing creativity and imagination and are confident showing

of, what they have achieved. They enjoy playing with the remote control fire engine, controlling the direction the engine goes, showing delight and skill in moving the engine.

Nursery education.

The quality of teaching and learning is good and children are making good progress towards the early learning goals. Staff have a good understanding of the Foundation Stage and are able to offer children a range of learning experiences through careful planning around the early learning goals. Staff use appropriate teaching strategies and support children's learning, however not all staff challenge the more able child during everyday activities. Staff use observations and assessments to support individual children moving on to their next steps, this is evident in the child's individual files.

Children enjoy creative activities as they choose and buy fruits from the local greengrocer and prepare and make fruit salads. They learn how things grow by planting seeds and observing over time, the plants growing in pots. They learn how to care for living things by making a bird seed cake. They learn about the different caring roles adults have by meeting and listening to visitors. For example, fire fighters, police people, doctor's ,nurse and vets. Children show confidence handling books and discussing the title and who the author and illustrator is. They listen to stories during registration, showing interest and enthusiasm. They are confident in speaking out and asking and answering questions. Children create patterns and designs on the paint easel, they dress up and role play in the role play area. Children use counting and calculation when voting for what book to listen to during story time. They are confident using the computer and are able to state what level of activity they want to play; they confidently navigate the mouse and match shapes and colours. Children show understanding of a sense of time, by discussing the date, month and season and what the weather is like. Children learn how things work by watching and helping staff, replacing used batteries in remote control fire engine.

### **Helping children make a positive contribution**

The provision is good.

Children behave well and are aware of the setting's goals for behaviour. These include, sharing, listening to each other, walking quietly, tidying together, being friendly to everyone and not using feet and hands in inappropriate ways. Children are given time out if their behaviour is unacceptable, and remain with an adult until ready to rejoin the group. Staff are respectful to children and are good role models for behaviour as they work well together and show respect for each other. Children's social, moral, spiritual and cultural development is fostered, as they take turns using the remote control fire engine. They use a three minute timer, to know when to stop and share. This shows feelings for others and understanding that they must share the most popular toys. Children listen to each other during registration time, listening with interest at what each of them have to show and tell. They are able to sit in groups and remain quite and behave well, listening to adults discuss the topic of books. Children handle play resources showing people from different backgrounds and with disabilities, which supports understanding of others in the community.

Children learn about the wider community as they have daily access to play resources including, dressing up clothes, books, puzzles and small play people. They also take part in celebrations, including Christmas, Easter, Chinese New Year and Jewish New Year. Parents from different cultural backgrounds share their culture with children for example an Indian parent, spoke to the children about her culture. This supports positive learning of other cultural backgrounds.

Children with learning difficulties are supported well, staff work closely with outside agencies such as the local area SENCO and the local health authority, to support individual children within the setting. Parents are welcomed in to the setting, staff give regular feedback about their child's development, and a well written prospectus informs parents about the care and education offered at the setting.

The partnership with parents of children who receive nursery education is good. Staff meet with parents every term to discuss their child's development along the early learning goals. Newsletters inform parents of topics and themes children are taking part in. Staff send out parent questionnaire forms to gather parents views and comments, in order to address any issues they have.

### **Organisation**

The organisation is good.

Children are happy and settled at the setting; staff have built strong relationships with them and their parents. Organisation of sessions is good, staff plan well and use the space and resources available to meet the needs of the children. Staff have worked at the setting for many years and this shows in the strong relationships they have with each other, therefore work very well as a team. Daily routines are organised well, allowing children both independent play and adult led play, routines are planned well, so that children are happy and stimulated.

Staff have undergone appropriate suitability checks in order to work with children and these are kept by management, all children and staff details are kept confidential. Well written policies and procedures are available for both staff and parents.

Leadership and management of the nursery education is good. Staff have a good understanding of their roles and responsibilities and are supported well by the manager. They have opportunities to attend further training and develop their responsibilities within the setting. The manager is aware of strengths and weaknesses of the nursery education and works very well with the team to evaluate and improve delivery of the nursery education. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was asked to improve children's understanding of knowledge and understanding of the world, improve systems to inform parents of their child's progress, improve assessments and promote diversity. Good planning of different celebrations and access to play resources offer children opportunities to learn about the wider world. Parents have opportunities to speak to staff regularly about their child's development and assessments clearly show what development stage children are at. These improvements support the care and well-being of children.

### **Complaints since the last inspection**

Sine 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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

### 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):

- improve systems for recording accidents

#### **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):

- adapt and extend activities to challenge the more able child.

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](http://www.ofsted.gov.uk)