

# Springfield Community Flat

Inspection report for early years provision

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<b>Unique reference number</b>	EY359944
<b>Inspection date</b>	06/10/2009
<b>Inspector</b>	Helen Deegan
<b>Setting address</b>	Springfield Community Health Centre, 110 Union Road, London, SW8 2SH
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<b>Email</b>	
<b>Type of setting</b>	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

Springfield Community Flat at the Springfield Community Health Centre provides sessional care and Out Of School Care and has been registered since 2007. The setting has children's centre status. It is located in Clapham in the London borough of Lambeth. The group operates from the ground floor of the community health centre having sole use of a self contained unit with a large playroom and direct access to an enclosed outside play area.

The group is registered for 40 children aged from two to eight years. Within their registered numbers the group holds some places to provide a crèche facility for parents attending courses at the setting or at their other local setting. Sessions run from 9.00am to 12.00 noon and 12.00 noon to 3.00pm. They provide breakfast and after school clubs that operate five days a week during term time. Sessions are from 7.30am to 9.00am and 3.00pm to 6.30pm. They also provide a play scheme that operates during various school holidays with sessions from 9.00am to 6.00pm. The setting is a registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 40 children on roll, of these two are in receipt of nursery education funding. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language. Five staff work with the children, of these, three are qualified to Level 3 and one has a Level 2 qualification. Two staff have a current first aid certificate.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most children's individual learning needs are adequately supported by staff. However, where additional needs are identified, outside support is not always sought at the earliest opportunity. Children play in an accessible environment with a wide range of equipment which promotes all areas of learning and development. Staff interact warmly with the children and offer appropriate support as they play. Managers do not formally evaluate their provision to identify weaknesses and set targets for continuous improvement. Children learn about diversity as they celebrate different religious festivals and play with resources which positively promote different race, culture, language and ability.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- develop the organisation of group activities such as snack time to ensure that every child receives an enjoyable and challenging experience which does not
- 31/10/2009

require them to sit for long periods (Organisation)

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

- develop systems for working with other agencies to enable the provision to complement the support that children receive from other professionals
- ensure that appropriate furniture is provided for children who wish to relax or play quietly and develop the outdoor area to provide greater opportunities for children to explore and learn about nature
- continue to develop self-evaluation in particular to target specific areas for development.

## **The effectiveness of leadership and management of the early years provision**

Children are appropriately safeguarded within the setting because managers ensure that staff understand their responsibilities with regard to child protection, health and safety. Good levels of cleanliness are maintained within the provision and appropriate systems are in place to ensure regular risk assessments are carried out. Children's safety is further protected because two staff have a first aid qualification.

Managers do not have robust systems for self-evaluation in place. As a result, some weaknesses have not been identified. For example, some group led activities such as snack time are poorly organised which results in children sitting for too long and losing interest. Regular staff meetings and supervisions are held and staff are supported to attend ongoing training.

Children learn about different people in today's society as they play with a range of resources which positively reflect different race, culture, religion and ability. Detailed information about children's requirements is requested from parents which enables their individual needs to be fully met. Managers work in partnership with other professionals to meet the needs of children who have special educational needs and/or disabilities, however, they are not always sufficiently proactive in contacting other professionals at the earliest opportunity. This can lead to delays in children receiving appropriate support. Managers effectively deploy staff and resources to ensure that ratios are maintained and children can access a variety of activities.

Parents receive regular newsletters and are asked to contribute their skills and knowledge about particular themes or topics. They are asked for information about their children to help staff understand their starting points. They receive a termly report about their child's progress and are invited to complete an evaluation feedback about their views of the provision. A weekly stay and play session is held for parents and children and parents report being very happy with the provision.

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

Children play happily in a welcoming, well resourced environment although the lack of comfortably furnished areas limits the provision to relax and play quietly. The outdoor area provides a variety of physical play activities such as ride on toys, climbing equipment and rockers. However, it offers limited opportunities for children to explore and learn about the natural environment. Children's health is supported by the nutritious snacks and drinks that are provided. They enjoy fresh fruit and can access fresh drinking water independently at any time. They have daily access to physical play in the outdoor play area.

Staff offer good support to the children. They join in with their activities, talking to them and introducing new vocabulary to extend their language skills. They are kind and responsive to the children. For example, when a child starts to look at a book, a staff member offers to read the story to them and the child enjoys the individual attention. Children generally behave well because the staff are calm and consistent with them. They use age appropriate methods such as explanation to manage minor instances of unwanted behaviour. Furthermore, staff speak positively to the children, praising their efforts so that their self-esteem is promoted. Children learn about simple counting as they sing number rhymes and are encouraged to notice the colour and shape of objects as they play with them. They explore different textures as they play with a variety of craft activities and their art work is valued and displayed.

Staff record regular observations of children's achievements and use the information to plan for the next steps in their learning. Weekly plans cover all areas of the curriculum and all staff have a good awareness of the Early Years Foundation Stage. Staff know their key children well and accurately describe their abilities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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