

Springboard Nursery

Inspection report for early years provision

Unique reference number	EY292699
Inspection date	17/09/2008
Inspector	Cilla Burdis / Cathryn Parry
Setting address	Springboard Sunderland, The Alec Dickson Centre, Rivergreen Industry Centre, Pallion, Sunderland, Tyne and Wear, SR4 6AD
Telephone number	0191 5155300
Email	
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).

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

Springboard Sunderland Trust Nursery opened in 2004. It operates from a main playroom and two small activity areas. There is also direct access to an enclosed outdoor play area. The nursery is situated within the Springboard Sunderland Trust within Rivergreen Industry Centre in the city of Sunderland. The nursery is situated on the ground floor of the building.

The nursery is open each weekday from 08.00 until 18.00 for 51 weeks of the year. It is registered on the Early Years Register and voluntary part of the Childcare Register for a maximum of 26 children at any one time. There are currently 42 children from aged two to under five years on roll. The nursery supports children who are learning to speak English as an additional language.

The nursery employs four staff. All of the staff hold an appropriate early years qualification. There are two members of staff who hold a level 4 qualification and one who holds a level 3 qualification. There is one member of staff who holds a level 2 qualification and is currently working towards a level 3.

Overall effectiveness of the early years provision

Children are cared for in a very welcoming and caring environment where they make good progress in their learning. Staff plan effectively for each child, using their observations of children's developmental stages and interests to inform future planning. As a result, children participate in activities that support their development in a fun and exciting way. Good priority is given to inclusion so all children, including those who are learning English as an additional language, are well supported. All staff attend a range of training courses and are fully included in the nursery's self-assessments. This produces a highly effective service that is committed to continual development.

What steps need to be taken to improve provision further?

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

- retain a copy of the full risk assessment documents within the nursery for reference and reviews
- further develop planning for outdoor play and provide activities that offer appropriate levels of challenge for each child
- involve parents in an initial developmental assessment of their child, based on the six areas of learning, on entry to the nursery.

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. For example, there is a robust vetting and recruitment procedure in place, which is

followed by a comprehensive induction process. The manager has implemented effective systems to monitor and evaluate the provision. Staff meetings and individual appraisals play an important role in the monitoring process. The manager has acted positively in response to recommendations raised at the last inspection. Children's play opportunities have been enhanced by the well organised room to provide a good range of accessible resources, including toys and equipment to raise children's awareness of disability. The provision of writing materials in different areas of the nursery means children have opportunities to enhance their writing skills. The manager works closely with staff to ensure the organisation of furniture and resources is meeting the needs of the children attending. Staff deploy themselves effectively to provide support and be involved in children's learning. Their good questioning techniques challenge children to think and the discussions that ensue extend children's knowledge and understanding further. The manager and staff liaise closely with parents, other professionals and teachers from the local school. Therefore, children are given the best opportunities to make progress. Feedback from parents is encouraged through questionnaires and a compliments, complaints and comments file. Responses from parents are complimentary. Information regarding children's care and learning is shared effectively between staff and parents. However, there are no systems to involve parents in making an assessment of children's developmental abilities, relating to the six areas of learning, when they enter the nursery. Policies and procedures are reviewed regularly and implemented well by staff. Individual documentation is stored confidentially, ensuring children's well-being and privacy are respected efficiently.

The quality and standards of the early years provision

Children make good progress in all six areas covered by the early learning goals. Staff have a good understanding of the learning and development requirements and how children learn through play. They provide a good balance of child-centred and adult-led activities to ensure children are interested and motivated to learn. The learning environment is planned effectively to enable children to explore and make choices over their play. A sensory area encourages children to use their senses as they explore the effects of different types of lighting, touch a range of different textures and smell a variety of scented items. They have access to a compact disc player so they can listen to music as they wish.

Attractive displays of children's artwork and photographs promote children's self-esteem and makes them feel valued. Staff follow children's interests when planning, for example, making very good use of a child's interest in the story, 'The Gingerbread Man' to involve children in some interesting activities based on this story. For example, a cooking activity was planned for the children to make gingerbread men biscuits. This is a very good example of how staff are able to adapt their planning to focus on children's interests. The activity was well organised and children were fully involved. All areas of learning were included as the children followed the recipe instructions, took turns, measured and mixed the ingredients and then rolled the dough and cut out their own gingerbread man. As the task progressed they were able to see the changes that occur through mixing ingredients together and what happens when the biscuits are baked. A very good example of

the way children learn whilst having fun because the activity has meaning for them as it focuses on a specific interest.

A key person system operates effectively to help children settle and to form relationships with parents. The key person is responsible for the observation, planning and assessment of their key group of children. Each child has a development file that records their activities and progress. Photographic evidence is also included. The files are shared with parents to keep them updated with regard to their child's progress.

Staff's management of children's behaviour is very good. They consistently use praise and encouragement to promote socially acceptable behaviour. Children are safeguarded well as staff have a sound understanding of child protection issues. Staff have a thorough understanding of creating a safe environment in which risk is minimised and children learn to take care of themselves. Regular fire drills also raise children's awareness of promoting their own safety. A health and safety officer is responsible for the annual risk assessment and staff have formulated a risk assessment that is done both indoors and outside, on a daily basis. They do not, however, have a copy of the formal assessment in order to undertake their own regular reviews. Staff ensure toys and resources are clean, well maintained and suitable for the ages and stages of development of the children attending.

Children are offered a good range of healthy and nutritious meals and snacks. They have free access to drinks of water throughout the day so they can quench their thirsts easily. They have daily opportunities for outdoor play and the freedom to move from indoors to outdoors as they wish. There is a good range of outdoor equipment, including sit-and-ride toys and a climbing frame with a slide. Staff provide a variety of opportunities to promote physical skills including a mini Olympics activity. Planning for outdoor play, however, is not ensuring that all children are receiving sufficient challenge. Staff demonstrate a positive attitude to equal opportunities and provide a good variety of activities and experiences to raise children's awareness of the wider community.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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 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.