

# Springboard Opportunity Group

Inspection report for early years provision

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**Unique reference number**

511262

**Inspection date**

05/03/2009

**Inspector**

Rachael Williams

**Setting address**

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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).

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 Opportunity Group in Clevedon, North Somerset was first registered in 1986 and moved to its present site in 1992. It is overseen by a board of trustees. The children have access to a large, secure room for play, the Grace room, the accessible toilet, a smaller room for IT and individual work, a parents' room, toilet facilities and a fully enclosed outdoor area. The children are escorted on visits around the local community through use of the mini bus.

The group is registered on the Early Years Register and both parts of the Childcare Register. It opens Monday to Friday from 09:15 to 15:30 during term time only. Children attend for a variety of sessions. Additional Stay and Play sessions are offered.

The group offers care for children up to eight years old. Currently, 36 children attend; all of whom are in the early years age range. All children attending have learning difficulties and/or disabilities. They are supported by 11 members of staff; nine of whom have early years Level 3 or above qualifications. In addition two members of staff have teaching qualifications and two have early years professional status. Staff are supported by a senior coordinator and manager.

Springboard is a registered charity, a company limited by guarantee, a self-help group and a voluntary organisation.

## **Overall effectiveness of the early years provision**

The group provides outstanding care, learning and development. The staff have exceptional knowledge of children and their families in order to provide a fully inclusive and cohesive service. The children are very happy, confident and well supported as each child's uniqueness is valued and respected. Children enjoy their time at the group and the learning opportunities provided are broad and balanced meeting each child's individual needs through staff's exceptional knowledge of children's interests and enthusiasms. Children's welfare is effectively promoted so that outcomes for children are excellent. High regard is given to multi agency cooperation and communication with parents and carers is exceptional to ensure individual needs are met. The rigorous and well documented self-evaluation process ensures the planning for improvements is effective and involves all those that use the facility.

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

To further improve the high quality early years provision the registered person should consider:

- continue to improve systems to risk assess visits to the adjacent public garden.

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

Children are cared for by a team of caring, enthusiastic and experienced staff who are genuinely interested in promoting excellent outcomes for the children in their care. Rigorous systems have been established to ensure that staff are suitable to care for children and effective use is made of volunteers and trainees to provide excellent opportunities for the children. Staff's professional development is effectively managed, for example, staff are involved in annual appraisals and regular supervisory meetings to ensure all training needs are met.

All practitioners and management are involved in the comprehensive systems to evaluate the provision. The improvements for the setting are accurate and have been efficiently documented, for instance through a quality assurance system, Bristol Standards, and the Quality Improvement Calendar. A comprehensive action plan has been established which effectively evaluates improvements made since the last inspection, such as fuller understanding of the Early Years Foundation Stage and planning and assessment.

High regard is given to children's safety. Staff have excellent knowledge of child protection issues to ensure children's welfare is safeguarded. Relevant policies and procedures are understood by staff and are used effectively in practice. High ratios are maintained and children's attendance is well documented. Access to the provision is well monitored through the use of a visitors' record. There are robust systems in place to ensure children are collected by a suitable adult, for instance any changes to collection are recorded by parents on an authorisation slip. Comprehensive risk assessments have been completed for the premises, outside area and for all outings. All of these are written except for visits to the adjacent public gardens.

The partnership with parents is outstanding and families feel very well supported within the group. A warm and welcoming environment has been established, such as a well equipped family room which includes relevant literature and a comfortable environment for parents to relax and to be involved in their children's learning and development. Excellent relationships are established with parents and there is a daily exchange of information with their child's key person. There are effective links with other providers as practitioners support children in their transition to other pre-schools/nurseries and primary schools.

## **The quality and standards of the early years provision**

The children are extremely happy, confident and well supported. The staff have exceptional knowledge of each child's individual needs and plan purposeful play and exploration which takes regard of their interests and enthusiasms. The organisation of the learning environment and planned experiences is inspirational, hence, all children make significant gains in their learning and achieve well in relation to their starting points and capabilities. For example, sensory play has a key focus in children's learning, hence, numerous opportunities are available such as the mini pond environment and the pasta/rice and tube play.

Children have good opportunities to be active, for instance children wait patiently to take turns on the trampoline. There is free flow to the well equipped outdoor area where children make good progress in their imaginary play and problem solving. For example, excellent use is made of the large cardboard boxes as children are able to explore them, using mathematical language in their play, such as comparing their size. Children use communication skills well to explain what they are creating, such as a robot, or explain that they are delivering a new television set. Children are confident to make decisions about their play and staff deploy themselves very well to challenge children in their chosen activities. Children's independence skills are fully encouraged, for instance sign language and picture clues are used effectively to support language development as children make healthy decisions about what drink they would like at snack time. They are supported exceptionally well in making their own snack, for instance children are given clear explanations on how to grate cheese for their crackers and follow the actions and instructions well. Children's achievements are effectively documented and clearly show children's progress in all areas of their learning and development.

Children are very clear on routines, for instance photographic clues demonstrate the sequence of the session. Their behaviour is sensitively managed by knowledgeable staff. The strategies used are consistent and appropriate for the age and stage of development of the children, such as distraction. Children have a wonderful sense of belonging. They thoroughly enjoy the short group time where they are welcomed. Their photo is placed on a large cotton reel and rolled to them whilst staff and children sing the welcome song.

Rigorous systems have been established to ensure children's health, safety and welfare. Individual care plans are established during the flexible settling in period to ensure consistency in children's care. There are robust arrangements in place to ensure accidents occurring out of care and within the group are effectively recorded. Accident records are monitored exceptionally well to ensure that the environment is free from hazards and potential risks. Children become aware of their own safety, for instance when on outings or through their involvement in regular evacuation drills. Children's special dietary needs, allergies and medical information are prominently displayed and regularly reviewed to ensure consistency in children's care. Consequently, outcomes for children's welfare, learning and development are exceptional.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.