

Springfield Playgroups

Inspection report for early years provision

Unique reference number

EY384507

Inspection date

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Inspector

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Setting address

Springfield Park Community Centre, Springfield Park, Forest
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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 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).

Description of the setting

Springfield Playgroup is privately owned and operates from the main hall of Springfield Park Community Centre in Forest Hall. It is registered to care for 16 children aged two to five years. There are currently 27 children on roll. The setting operates on Monday, Thursday and Friday from 09.30 to 11.30, term time only. The setting uses the hall area and associated facilities in the community centre. There is an enclosed outdoor play area close to the group that can be used on some occasions. There are five members of staff including the owner/manager. All of whom, except one, have an appropriate qualification. The setting receives support from the Pre School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. All children are valued and included in the setting, however, a lack of clear and effective planning and inconsistent observations about what children can do impacts on the settings ability to promote children's individual development. This in turn limits the settings ability to ensure parents are fully informed about the progress their children's are making. In some sessions the experiences children receive are inconsistent and dependent on the staff working with them during the session. Paperwork and records are clearly organised but some do not contain the relevant information to ensure children remain safe and show that the setting meets all of the requirements.

The setting has some plans for the future, such as an improved and easily accessible outdoor play area that is currently being developed for outdoor play.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that sensitive observational assessments are undertaken in order to plan to meet young children's individual needs (Organisation) 08/07/2009
- ensure clear planning provides experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 08/07/2009
- ensure that records are kept of the information that has been used to assess staff's suitability, to demonstrate to Ofsted that checks have been done (Suitable people). 19/06/2009

To improve the early years provision the registered person should:

- develop opportunities to talk with parents about their child's progress and development and to review their children's progress regularly and contribute to their child's learning and development record
- ensure continuity and coherence, where children receive care and education in more than one setting, by sharing relevant information with each other and parents and consider patterns of children's attendance as a key factor in planning.

The leadership and management of the early years provision

On occasion the challenges children receive to further their learning and development are dependent on the staff that are caring for them. The organisation and effectiveness of sessions where key staff are not present are markedly different from others when they are present. This has a direct impact on children's learning and development. Space and resources are organised well to ensure that children benefit from free play that provides them with choices. The staff team mostly deploy themselves effectively to provide children with support. Some staff successfully extend children's learning, for example, by talking about creatures that live in the sea and encouraging children to identify colours. Some staff show a dedicated attitude to furthering their own skills and knowledge by attending relevant courses, which in turn, benefits the care of the children.

Partnerships with parents are friendly. A wealth of information about how the group operates is clearly displayed for them to access. Notice boards provide information on ideas as to how parents can help their children's learning with leaflets for local attractions linked into the settings themes and topics. Although parents and carers are regularly updated verbally about their children's welfare, systems to exchange regular information about children's development are less successful. Links are beginning to be established with others providing the Early Years Foundation Stage (EYFS) for the children, however, some of these are more successful than others, for example, effective partnerships are beginning to develop where the staff in the group also work in the other settings that children attend.

Policies and procedures adequately safeguard children's well-being. The staff team communicate well to ensure these are followed consistently, for example, by locking the door to the main room when staff take the children to visit the toilet. Overall, staff have a sufficient understanding of child protection issues which contributes to safeguarding the children's welfare. However, some records to protect children's welfare, such as those showing relevant checks have been completed on supply staff, are not in place. This means a requirement has not been fully met.

Self-evaluation is satisfactory. The person in charge knows about the areas that need to improve, such as planning and observations and she has made some

progress to devise systems to benefit these areas. She clearly identifies areas that can be improved quickly, for example, organisation of tidy away time to ensure that children remain safe, and obtaining more equipment for physical play to ensure this is not repetitive and that children can make progress.

The quality and standards of the early years provision

Key differences emerge in the quality of the care and education the children receive dependent on the staff that are working with them. Some staff show very competent abilities in providing the EYFS for the children and know their key children exceptionally well, however, a lack of leadership in managing changes when some staff are missing impacts on children's learning and development. This means that opportunities to extend children's learning and development and provide them with beneficial experiences are missed.

Children clearly enjoy their time at the setting. Most children come in and settle quickly to activities, others who need support are reassured and comforted by staff. Some children have particularly successful, positive relationships with the staff as they feel confident in their care and follow them round different activities, such as water play and the comfortable area to enjoy a story. The level of confidence in promoting children's learning and development differs within the staff team, some staff are clearly very competent at engaging and extending children's learning through the use of open-ended questions. This promotes children's communication skills successfully as they think, recall and talk about what they have done. Planning for children's play is not consistent. While written plans are not a requirement, a lack of successful communication means that not all staff are clear about planning and what children should gain from the activities on offer. This results in some sessions being dominated by staff supervising the children rather than helping them to learn. Observations and assessments are generally inconsistent and do not focus on how children are progressing or looking at the next steps in their learning. This means a requirement has not been fully met. Ineffective observations and planning results in providing activities that staff think children will enjoy but some staff do not have any clear intentions of what they expect children to learn from these experiences. Consequently progress that children make is incidental and is not linked to planning and observations to provide sufficiently challenging experiences for individual children.

Children begin to learn about the benefits of a healthy lifestyle. They choose healthy options, such as milk, water and chopped fruits at snack time. Staff organise the space indoors to ensure children have daily opportunities to be active, although these are not always successfully organised to ensure that children receive a beneficial experience. Children begin to learn about taking care of their personal hygiene as they clean their hands before eating food. Children learn about how to keep themselves safe in the setting adequately through sensitive reminders from staff to walk indoors and be careful when they use pedalled toys.

Older children are highly confident communicators. They readily ask questions, enjoy conversations and talk about their own experiences enthusiastically. Children behave very well in the setting. They are keen to share and help other children in

the group, showing consideration for others. Some staff provide good role models for children as they encourage them to say please and thank you and praise their achievements when they share with other children.

Some adults support children's learning particularly well as they are effectively tuned in to the areas of children's development where they need the most support, for example, their emotional needs. Certain staff ensure they value the children as unique individuals, for example, by making sure they know about their comforters and sufficiently valuing these to help children develop a sense of belonging. Innovative ways of including these comforters to help children settle are very effective. During parts of some of the sessions staff are not effectively deployed to ensure children receive a positive experience at story time, for example, on one occasion most staff are focussed on tidying away and re-organising equipment resulting in children losing interest and becoming distracted by other children.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

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