

345 Pre-Schools Springfield

Inspection report for early years provision

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Inspector	Anneliese Fox-Jones
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Type of setting	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*.

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Description of the setting

Springfield 345 Pre-school registered in 1970. It is a voluntary, committee run, sessional day care provision which is situated in the Muswell area, within easy walking distance of local amenities. It operates from a purpose built hut and has access to one main play room, kitchen, toilet facilities for children and staff and an enclosed, outdoor play area. The pre-school serves the local community.

The group opens five days a week, during school term times. Children attend a variety of sessions, between the hours of 9am to 12pm and on Monday to Thursday from 12.30pm to 3.30pm. The pre-school is registered on the Early Years Register to provide care for a maximum of 20 from two years to the end of the early years age group, of these, not more than 10 may be under three years at any one time. There are currently 39 children on roll within the early years age range. The setting supports children with special educational needs and those who speak English as an additional language.

There are 12 members of staff working with the children, of which nine have early years qualifications. The group operate a parent/carer rota each session and receive support from a teacher/mentor from the Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as they confidently explore their welcoming and inclusive surroundings. Children's welfare is promoted through many positive practices and procedures which help to keep them safe and secure. A thorough self-evaluation process involves staff, parents and the committee to work very closely together, setting clear aims and driving ongoing development in order to raise standards. Further training is encouraged to equip staff with the skills to safeguard children effectively and deliver a stimulating and appropriate learning environment to ensure children make good progress in all areas. These processes are further enhanced by the secure partnerships with parents and other professionals, in order to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- extend further the system of observational assessment in order to match observations to the expectations of the early learning goals
- extend risk assessments to include an assessment for each specific outing, taking into account the nature of different outings
- extend partnerships with parents to enable them to share and update information, to become fully involved in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

The staff operate an effective key worker system to promote the feeling of security within the group and build on the intimate, friendly feel that prevails throughout. The staff have a secure understanding of their responsibility to safeguard children from harm and have clear policies and procedures to ensure children's welfare, care and safety are promoted. Detailed and effective risk assessments are undertaken regularly to enhance children's safety throughout the pre-school and when using the outside area. However, these have not been extended to include a record of each specific outing. The staff deploy themselves well, moving around according to children's needs, in order to support children's development. As a result, staff are well-organised and they are successfully engaged with children at all times. Children behave well and require few reminders about their actions. As a result, they feel safe and play sensibly showing consideration towards their peers.

Effective steps are taken by the setting to monitor and review the quality of its provision for children's welfare, learning and development. For example, through on-going self-evaluation and the seeking of staff, children and parental feedback. As a result, actions are well-chosen and carefully planned as staff are clearly focused on helping children make good progress. Consequently, routines run smoothly on a day-to-day basis, resources are well used, monitored and rotated to encourage exploration and discovery. Staff work hard each day to set up an attractive, nurturing and stimulating environment that appeals to individual needs, likes and interests. As a result, the provision is effectively organised to promote a fully inclusive environment for all children. Staff have attended various training opportunities since their previous inspection and this has helped to increase their awareness of the requirements of the Early Years Foundation Stage (EYFS). The group have addressed the recommendations made at their last inspection and are positive about making future improvements. Bright and colourful displays of children's work adorn the walls and create a stimulating backdrop for children, staff and parents. Both indoor and outdoor environments are organised well to offer effective challenge to support children's all round development. The environment is extremely welcoming and inviting and has a busy and yet calm atmosphere.

Children benefit from the good partnerships established with parents and others and this significantly contributes to children's well-being. Staff have a good knowledge of each child's needs and background and value diversity of individual communities. Staff positively make the most of diversity to help children understand the society they live in. Parents and carers are provided with good information about the pre-school. For example, they receive regular newsletters, bulletins, emails, open days and daily verbal feedback. Parents are kept informed of their children's progress and achievements and are encouraged in many ways to be involved in their children's development. However, as yet their ability to be involved within their children's assessment records and to regularly update information has not been fully established. Parents demonstrate that they are very

happy with the care their children receive through both discussion and within parental questionnaires carried out by the group.

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

The staff have a secure understanding of how to plan and deliver a stimulating and effective programme which takes account of children's individual needs and interests. As a result, children arrive happily, settle quickly and remain productively engaged throughout. Children arrive to find an interesting range of activities to choose from. Staff demonstrate a confident knowledge and understanding of the EYFS and are effective in helping children progress well in all areas of learning. Planning develops through regular observations and focus child weeks undertaken on all children and this ensures it is flexible and takes into account the interest and ideas of each child. Assessment records and individual child profiles evidently show how children are progressing. However, matching these expectations to the early learning goals and the children's next steps in learning is not yet fully embedded to help track children's achievements and inform future planning.

Children are motivated as they enthusiastically engage within both adult-led and self-initiated activities. The environment is organised with many dedicated areas as well as children being able to freely access most resources, which helps them to make choices and develops their independence. Children are effectively supported by staff and they develop a sense of belonging within the setting. Children's home languages and individual cultures are fully valued and respected. Children have regular opportunities to express themselves creatively and to explore various materials and media on a daily basis, such as painting, cutting sticking, playdough or oats. Children have opportunities to experience music and imaginative play. For example, they can express their own ideas in the garden boat or in the home corner and dressing up by role playing and making up stories. They enjoy singing familiar songs, especially when they can choose a picture from the book when it is their turn, to choose a song. Children listen and respond with enjoyment to stories. They have opportunities to become familiar with the written word such as labels, and writing and drawing materials are easily accessible. Children's physical skills are fostered with opportunities to exercise. For example, children enjoy playing in the garden where they are enthusiastic to ride bikes and cars. Children have access to resources that develop their knowledge and understanding of the world and technology, such as cameras, torches, hole punches, and music players. Children have access to a vegetable patch where have grown their own vegetables and made soup for their snack. They enjoy exploring insects and small animals under stones and leaves. Staff promote a positive awareness of diversity through discussion and the celebration of various activities. Children develop confidence and understanding of problem solving, reasoning and numeracy with mathematical concepts reinforced through a varied range of activities which involve number, shape and patterns. For example, counting how many children are present at circle time or weighing and counting during cooking activities.

Children's welfare is promoted through many positive practices within their daily routines. They enjoy healthy eating and nutritious snacks. Snack times are sociable

occasions with staff and children interacting together. Effective procedures are followed by staff to ensure the health of children. For example, an excellent number of staff hold first aid qualifications and children are beginning to learn how to stay healthy and about personal care routines. Children's understanding of how to keep safe is permeated throughout the setting as they learn how to use resources effectively and safely. The environment is safe and children are learning how to keep themselves and others safe. Children are involved in emergency evacuation drills where safety is reinforced. Children behave well and consistent praise and encouragement ensures that children develop high levels of self-esteem. Children are respected and valued as individuals and in turn are learning to respect each other's differences and to manage their own behaviour. Staff effectively and positively reinforce sharing and respecting each other's feelings.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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