

# Springfield Playgroups

Inspection report for early years provision

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EY384507

**Inspection date**

15/01/2010

**Inspector**

Shirley Peart

**Setting address**

Springfield Park Community Centre, Springfield Park, Forest  
Hall, Newcastle upon Tyne NE12 9AG

**Telephone number**

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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 Playgroups was re-registered in December 2008. It is on the Early Years Register and operates from the main hall of Springfield Park Community Centre in Forest Hall, in Newcastle upon Tyne. It is registered to care for 16 children aged from two to five years, and there are currently 16 children on roll. The setting operates on Monday, Thursday and Friday from 9.30am to 11.30am, during 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, and all have relevant qualifications. The setting receives support from the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are very well cared for by staff who have a very good understanding of the needs of young children. They implement the Early Years Foundation Stage framework very well so that children's welfare, learning and development are effectively met. The capacity for continued improvement is good, as the manager develops in her role, although the focus on reflective practice and self-evaluation is limited. Successful partnership with parents and other professionals ensures that all children, regardless of their ability, receive the best possible chances to fulfil their potential. Children receive lots of attention from staff and most activities support their overall achievement, enjoyment and development. Therefore, the individual needs of the children are suitably met.

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

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

- improve systems to ensure that adult-led activities have a focus and clear learning intention for the children, so that they successfully learn and develop specific skills
- further support children with their self-care and independence by encouraging them to do things for themselves during everyday play and routines
- lead and encourage a culture of reflective practice and self-evaluation to identify the setting's strengths, and priorities for development and change so that quality can improve further.

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

All staff are vetted and clearance information is held on file. They update their safeguarding training regularly, relevant child protection guidance and information

is in place and the manager knows what to do if she has concerns about a child. Written risk assessments, daily safety checklists and a secure environment, also help to safeguard children effectively. Some staff are experienced and competent in their roles. They have worked hard to gain further qualifications, which demonstrates a commitment and dedication to their positions in the group. The staff have made good improvements to the actions and recommendations from the last inspection and have clear plans for the future to enhance the provision, such as by developing an accessible outdoor area. Therefore, the capacity to drive improvement for the children's benefit is good. However, there is no self-evaluation form and currently there are limited systems in place to monitor and evaluate activities, reflect on practice and to identify strengths and areas for change, to ensure that children are achieving and enjoying fully.

Staff are very well deployed. They organise themselves appropriately around the room to ensure that they are fully involved with the children, which ensures that they receive plenty of attention. Staff also have a clear rota for tasks such as preparing snacks, and monitoring the entrance desk and doorways at drop off and collection times so that the session runs smoothly. There are some very good resources and toys, which are age-appropriate and easily accessible for the children. They also use recyclable materials for junk modelling which teaches them that used items are functional. All children are treated with equal concern. Although some staff have not attended any updated training in equality and diversity, the manager is aware of the importance of this and makes appropriate efforts to access training and information. Non-stereotypical play is promoted well; diverse equipment and taking part in planned activities around festivals such as, Chinese New Year, Christmas and Divali, helps children to gain an awareness of differences in a positive way.

Staff engage with parents successfully. They have made very good improvements to ensure that information from parents is used effectively to help them plan appropriately for children's needs and interests. The staff are friendly and approachable and exchange information with parents regularly. Documentation such as 'Parents as Partners', and 'Baseline Assessment' sheets help staff to gain a clear picture of where children are at in their development against the six areas of learning, and they ensure that they find out about any significant events in the children's lives. Parents are very pleased with the setting which was reflected in the positive verbal comments, thank you cards and internet feedback. Some staff also work in nearby schools or as childminders, therefore if any children attend other settings they have close liaison with teachers. Parents are generally the first point of contact if children do attend other early years settings as well as the playgroup, or if parents and children are receiving help and support from other professionals. This ensures that suitable partnerships are in place so that all adults work well together to meet the individual needs of the children.

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

Staff base the planning on what children are interested in and what they enjoy doing. They think about themes but generally provide activities that they know

children will be curious about. For example, as children have been experiencing a lot of snow fall, their interest in this is extended through making a snowman collage or by hiding in the 'igloo' tent, using soft toys such as penguins and polar bears, and by having access to lovely books such as 'Snow Bear' and 'One Snowy Night.' Staff carry out spontaneous observations on children, they then match these to the areas of learning, document the adult role and next steps to ensure that children make progress in their learning and development. Every child has a key person who takes responsibility for recording observations and maintaining useful learning journals for each child, which are available to parents at any time.

Children approach the toys and activities eagerly and play happily. They leave their parents easily, confidently demonstrating a clear sense of belonging. Their behaviour is good and staff help them to take turns, play together and share the toys, so that they learn to develop responsible behaviour and gain an understanding of how to play cooperatively and successfully. Children's independence and self-care is not always encouraged sufficiently during everyday play and routines, such as pouring drinks during snacks, giving out cups, finding tissues, or putting on and taking off dressing up clothes by themselves. Children feel safe as they approach familiar staff easily for reassurance and cuddles if they are hurt or upset. Some staff are very good at engaging children in play to ensure that they are happy and engrossed, and astute staff are quick to recognise when planned, adult-led activities are not successful so that they are aware of what children need. Some group, adult-led activities are not sufficiently developed and thought out so that they have a clear focus and sound learning intention for the children. For example, specifically during physical play when there is lots of different equipment out. When adult-led activities are managed well by staff and children are well supported, they listen to stories attentively and are engrossed in looking for pieces to complete floor jigsaws successfully, clearly enjoying the time spent with staff.

There are currently limited opportunities for children to have regular outdoor physical play, although they do have sufficient chances to play physical activities indoors and occasionally use a nearby tennis court. Healthy snacks, such as fresh fruit and raw vegetables, ensure that children's nutritional needs are appropriately met. Children take part in some good, planned activities such as 'Beep Beep' day, and staff give gentle reminders and explanations around safety, such as why they should not go down the slide holding a doll, so that they gain a good understanding of staying safe. Programmable equipment and objects that children turn on and off are available, and children sing rhymes with numbers and access a range of mathematical equipment, such as jigsaws and shape sorters, which helps them to develop skills for the future appropriately.

## 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	2

### 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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	2
The extent to which children adopt healthy lifestyles	3
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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