

Springfield Pre-school

Inspection report for early years provision

Unique reference number EY244233
Inspection date 03/12/2009
Inspector Justine Ellaway

Setting address St John's Ambulance Building, Grasmere Street, Sandiacre,
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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Springfield Pre-school is a registered charity and is run by a management committee. It opened in 1960 and operates from the St John's Ambulance Building, Sandiacre, Derbyshire. The pre-school is open from 9.15am to 11.45am Monday to Friday and from 12.15pm to 2.45pm Monday to Thursday during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 50 children on roll, all of whom are within the early years age range. The pre-school currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

There are nine members of staff, five of whom hold appropriate early years qualifications at NVQ Level 3. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development is well promoted to ensure that all children make sound progress towards the early learning goals. The setting strives to ensure the inclusion of all children, with good partnerships with parents to promote consistency of support. Partnerships are being established with other settings that children attend to support their learning and development. The setting has not developed robust systems to ensure that all of the requirements of the Early Years Foundation Stage are being met, which impacts on children's welfare and does not fully promote their safety. Whilst useful information is gathered in a variety of ways to identify areas for improvement, the setting has not effectively analysed this information to prioritise and ensure that all recommendations from the last inspection have been addressed.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that effective systems are in place to check that practitioners are suitable, both at the time of appointment and on an ongoing basis, to have regular contact with children (Suitable people) (also applies to both parts of the Childcare Register). 24/12/2009

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

- communicate information with all settings that children attend to secure continuity of experience for the child
- develop opportunities for children to initiate their own learning and make choices and decisions in their creative development
- develop further systems of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded with regards to procedures for child protection, as the designated person has a clear understanding of the issues and the procedures to follow should there be any concerns. Risk assessments for the premises are detailed and suitable information is considered when children go on outings. Risks and hazards are minimised within the setting to ensure children are safe. For example, staff carefully monitor the door at arrival and collection time. However, weaknesses in recruitment procedures and systems to notify the regulator of changes to the governing body potentially compromise children's safety. Whilst effective systems are in place to establish the suitability of staff at the time of appointment, these are not consistently followed to ensure they are in place for all members of staff. Additionally, the setting was given a recommendation at the last inspection to improve procedures that establish the ongoing suitability of existing staff by undertaking relevant checks. This has not been addressed and an action has been raised. The provider has committed an offence by failing to notify us of a change to individuals who are partners or members of its governing body. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

Other procedures within the setting are effectively implemented and successfully promote children's care, learning and development. All of the required information is gathered from parents and appropriate records are maintained, for example, for accidents. Staff are very well deployed throughout the session and demonstrate a good understanding of their role and responsibilities. The transition between different activities and routines is seamless, meaning that children do not have to wait before they move on to the next part of the session. Good use is made of the space to provide a stimulating environment where children can move around freely and play without interruption. A variety of activities are available outdoors.

Inclusive practice is successfully promoted and the setting makes an effort to ensure that the needs of each child is met. For example, the setting gathers familiar words for children with dual language to help them to settle and integrate. Staff are proactive in monitoring children where they have concerns about their development and involving parents to ensure appropriate support is given. All staff are familiar with all of the children so that they can support their learning and development even if they are not the child's key worker. Parents receive useful information both at the time of placement and on an ongoing basis. Regular

newsletters contain information about topics for the term, and parents are encouraged to become involved in their child's learning by sending in items linked to topics and through the provision of a written report and the opportunity to discuss their child's progress at a meeting with staff. The setting has made links with some of the other settings that children attend and is in the process of exploring how to develop relationships with the others to support children's learning and development.

The management team have implemented a number of useful and informative systems to evaluate practice and identify areas for improvement. For example, staff evaluate as a team at the end of each session and parents are asked for their comments via questionnaires. However, the setting has not yet pulled together all of the information to identify priorities for improvement and ensure that each one is appropriately considered.

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

Children make good progress towards the early learning goals. Staff consistently support their learning and play through purposeful interaction, using appropriate questions and discussion to engage children. For example, a member of staff sits at the maths table and models and explains how to use the equipment, and also asks appropriate questions. She successfully introduces more complex language for older children such as more than and less than and they recognise which is the smaller number. Staff successfully keep children engaged in group activities by the tone of their voice and asking questions that relate to things the children are familiar with. Clear planning documents provide a variety of activities covering the areas of learning. A useful observation and tracking system highlights where children are not making sufficient progress, so that staff can identify the reason and plan accordingly. All staff have input into the planning to ensure that the individual needs of children are met and sufficient challenge or support is provided.

Children show good levels of independence within the setting. They leave their carers immediately upon entering and quietly begin playing. They develop good relationships with their peers and with staff and are polite and considerate when joining other children in play. A child recognises that there isn't any space at the sand tray so she plays at a nearby activity until a space becomes available. Children help others to find toys to play with when they both want the same one which demonstrates they understand the setting's rules about sharing and taking turns. Children demonstrate a good understanding of the routines and are effectively supported to learn about being healthy. Staff clearly explain why they need to wash their hands at certain times and as a result children often recognise without prompt that they need to clean their hands after certain activities. They recognise that we wash our hands because of germs and talk about them being invisible. Children learn that some foods are more healthy than others through discussion and enjoy healthy options at snack time. They carefully listen to staff and follow the rules to ensure they are safe. For example, a child explains that you might slip over if you do not throw your paper towel in the bin after washing your hands.

Children are well supported to develop their communication language and literacy skills through activities and free play. During circle time they have interesting discussions and older children make relevant contributions. For example, when talking about a snowman in a story, a child asks if it is melted away. Children develop their understanding of technology as they ably use a mouse to operate computer programmes. They develop their imagination as they enjoy the role play areas. Children have frequent opportunities to engage in adult-led craft activities such as painting and gluing as well as access to a stocked craft trolley. However, children do not tend to access resources independently and adult led activities are sometimes prescriptive as they involve decorating pre-cut shapes for displays. Therefore children's creativity and imaginative skills are not fully promoted.

Children enjoy singing and join in with favourite songs and show interest when new songs are introduced and try to join in with the words and actions. One of the children explains that she is tired from the jumping up and down, developing an understanding of the affects exercise has on the body. Children develop an awareness of the wider world through activities that look at different festivals throughout the year as well as playing with resources that reflect people of different race and disability.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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

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	3
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability to care for children, or be in regular contact with children). 24/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitability to care for children, or be in regular contact with children). 24/12/2009