

Springhill Pre-School

Inspection report for early years provision

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Inspection date

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Inspector

Stephanie Matthews

Setting address

Millfield Avenue, East Cowes, Isle of Wight, PO32 6AS

Telephone number

01983 299 500

Email

springhillpresch@btconnect.com

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

Springhill Pre-school opened in 1999. It is on the compulsory and voluntary parts of the Childcare Register and the Early Years Register. It is a management committee owned pre-school and operates from mobile premises, which are situated in the grounds of the Convent of the Cross in the East Cowes area of the Isle of Wight. It has access and facilities for people with special educational needs and/or disabilities. The pre-school have sole use of their own fully enclosed outdoor play area. Springhill pre-school provides care for children from all areas and it is their policy to take children from the age of two years. Children are able to attend a variety of sessions.

Springhill Pre-school is open Monday to Friday during term time only. Children are able to attend a variety of sessions. Pre-school sessions are from 8:00am till 5:00pm depending on demand. The pre-school provides care for children with special educational needs and/or disabilities and supports children who are at an early stage of learning English.

Currently six staff work with the children, all have relevant experience. One is qualified to National Vocational Qualification at level 4, one is an NNEB and four are qualified to level 3. Five staff have a paediatric first aid qualification. At the time of inspection the pre-school has 28 children on roll, of these, 14 are nursery education funded three and four-year-olds. Two children are receiving the pilot funding for two-year-olds. The pre-school receives support visits from personnel within the Early Years Development and Child Care Partnership and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Springhill pre-school provides well for the children who attend. It is fully inclusive and children flourish in its care and they progress well. Leadership and management are good with planning and use of resources being particular areas of strength. Staff are well qualified and the setting has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve provision for outdoor play by providing a covered area
- develop documentation related to self-evaluation.

The effectiveness of leadership and management of the early years provision

The leadership and management of the early years provision are good. The manager and the committee of parents ensure that the day-to-day running of the setting is very effective and that children are well-looked-after. All safeguarding procedures are fully in place and routines for risk assessment and promoting health and safety are well established. Children are carefully informed about fire drills and have met representatives of the fire service. There is a good focus on continuous improvement and on planning for a future when the setting may extend the provision and be located in different premises. The deputy manager is responsible for unusually clear and detailed planning for meeting all the requirements of the Early Years Foundation Stage to an exceptionally high level. She is particularly well-informed because of work in other settings and her studies as part of a foundation degree course. Procedures related to the assessment of children's progress are equally robust and parents feel that they are kept very well informed by the newsletters, notice boards and regular meetings. Resources are used and deployed exceptionally effectively both inside and outside. Some children particularly enjoy using computers but this is carefully regulated so that they engage in a range of activities. The outdoor area would benefit from the addition of a covered area when funding allows. The setting is highly inclusive and caters very well for children with special educational needs and/or disabilities and those at an early stage of learning English. A range of Christian and other festivals are celebrated and children are given an appropriate introduction to our multi-cultural society. The manager has begun the process of formal self-evaluation and the opinions and ideas of parents are canvassed on a regular but often informal basis, giving a good understanding of the strengths and weaknesses. Partnership with the adjacent school is good as are links with the local community including with the press and local radio.

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

The quality and standards of early years provision are good and children really enjoy the time that they spend at the setting. They benefit from the outside area with its stunning sea views. They feel safe because they are well looked after by their own key worker who is responsible for monitoring and recording their progress. The careful planning of a range of adult led activities including music, singing and dancing ensures that they progress well. They gain in confidence because they can choose from a wide range of indoor and outdoor activities that match the requirements of the Early Years Foundation Stage very well. They understand about the importance of washing their hands and enjoy a range of healthy snacks that they help to prepare. They can also choose to have a hot school lunch. Children help clear up after activities and snack time and older children are particularly good at helping to ensure that newcomers settle in well. They self register on arrival by putting their photographs on a board. Their contribution to their own and the wider community is good. Photographs show that they particularly enjoyed painting a car yellow as part of a campaign to support a

local hospice – an event that was celebrated in local press and radio reports. Unique Child Profiles illustrate the progress that they make and these are shared with parents and the Reception staff at school. Springhill children are well prepared for their next stage of education because they are confident and independent and know how to be part of a learning community.

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	1
The effectiveness with which the setting deploys resources	1
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	3
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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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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