

# Springtime Nursery School

Inspection report for early years provision

---

**Unique reference number**

EY399691

**Inspection date**

15/03/2010

**Inspector**

Catherine Hill

**Setting address**

The Old School Building, New Road, Littleton, Shepperton,  
TW17 0QQ

**Telephone number**

01932570780

**Email**

ameldaanslomb@btinternet.com

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

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

Springtime Nursery School was registered in 2009. It is owned by two proprietors and located within premises inside the Old School Building in Littleton, Shepperton, Surrey. The area within the premises used by the nursery comprises of a play room, a covered and enclosed courtyard area, children's bathroom facilities and an office/staff room; there is access to adult toilets, use of a kitchen and occasional use of a large hall on the premises. There is a fully enclosed outdoor play space at the side of the building. The setting is registered on the Early Years Register to care for a maximum of 20 children aged between two and five years. The setting operates from 8.45am to 3.30pm, Monday to Friday during school term times. The proprietors work at the premises on a daily basis, one in an administrative capacity and the other, who is suitably qualified and experienced, manages the nursery school. In addition to the manager, a team of six part-time staff are employed to work with the children, of these five have childcare qualifications. There are currently 34 children on roll and, of these, 27 are in receipt of nursery education funding.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and are making good progress with their learning at the nursery, where they are sensitively supported by kind, caring staff. All children are welcomed and included in nursery life with written policies in place promoting inclusive practice. Staff have a good understanding of children's individual needs and provide appropriate support to ensure these needs are met. Practice is evaluated and a number of changes have been introduced since registration to ensure continual improvement in the outcomes for all children.

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

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

- further develop children's records by clearly tracking their development in each learning area and by recording their next steps in learning based on observations of their current abilities
- enhance partnerships with parents by ensuring copies of all nursery policies and procedures are freely accessible at all times
- consider ways of valuing linguistic diversity by providing children with opportunities to develop and use their home language in their play and learning.

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

Staff have a good understanding of their roles and responsibilities and work seamlessly together to ensure all children are purposefully occupied within a well organised, stimulating environment. Staff value children's efforts and display their artwork, for example their winter vegetable paintings, alongside a range of educational posters. A wide range of resources and activities are equally accessible to all children and consequently children develop in independence as they choose what they play with. Children's welfare is safeguarded as staff are confident in the procedures to follow with any child protection concerns. Staff are vetted and have had relevant training related to safeguarding. The nursery has a written policy to support its practice in this area and all visitors to the nursery are recorded and the premises kept secure. Risk assessment records are in place and staff carry out a daily safety check both inside and outside the nursery.

Effective partnerships are in place with parents and others involved in children's care and learning to ensure children's individual needs are well known and consistent practice applied to meeting them. Information is displayed for parents within the nursery and they are also given regular newsletters to keep them up to date with nursery events. Policies are available for parents to see, although these are not freely accessible. Parents are very positive in their praise of the nursery where they find their children are 'well looked after' by staff who are 'just so caring'. Management are committed to continually improving nursery practice. They have introduced a number of changes since opening and have identified further areas for development, such as improving the outside area for children.

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

Children behave very well at the nursery and display a positive attitude to learning as they industriously move from one activity to another. They demonstrate good manners as they talk politely to one another and they amicably share resources, such as collage materials. Staff treat all children with equal concern and echo back their comments to confirm they are listening to what children say. Children have very good opportunities to develop their physical skills and healthy bodies whilst at the nursery. They are able to choose whether they play inside or out in the fresh air and all children enjoy being able to run around on the grass area where they play, for example, with hoops and balls. They take care as they walk along balance beams and have fun manoeuvring themselves around in wheeled toys. Children follow routine hygiene procedures and wash their hands after messy play and before eating a snack of fruit. Visitors to the nursery, such as fire fighters and the police, help children learn about safety. Children show an awareness of safety as they talk about how chalk dust from the board rubber would hurt their eyes if it went in them.

Staff provide children with a balance of free play and adult directed activities, ensuring children have daily opportunities to progress in all learning areas. They

maintain observation records for each child, although do not clearly track their development in all learning areas or record children's next steps in development. Children make good progress because staff positively interact with them during play, asking questions, for example, to make them think and further develop their knowledge. Children recognise print carries meaning as they identify their name cards on the table at snack time. A wide range of key word labels displayed throughout the nursery helps promote children's awareness of print linked to real objects, although labelling does not reflect the dual languages some children have. Children are confident with numbers and quickly count the four horses they are playing with and the three caterpillar prints they have made. They independently solve problems as they play and understand how to operate the computer controls. They have fun in the role play baby clinic where they measure and weigh a baby doll. They have good opportunities for free creative expression as they play with dressing-up clothes, freely paint, make collage pictures and model with dough. Children show an understanding of comparative language as staff ask them if they can identify which is the tallest and smallest tower they have built. Staff encourage children to predict what will happen when they put toy animals in the water tray. Children correctly tell staff that 'heavy stuff will touch the floor' and identify and name the animals which float. They play purposefully within the happy nursery environment and respond positively to the genuine interest shown in them by staff during sessions.

## 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>	2
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>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

