

Earby Springfield Nursery and Extended Childcare Services

Inspection report for early years provision

Unique reference number EY273971
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Inspector Anthony Anderson

Setting address Earby Springfield Primary School, Bailey Street, Earby,
Barnoldswick, Lancashire, BB18 6SJ
Telephone number 01282 843598
Email head@springfield.lancsngfi.ac.uk
Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
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

Earby Springfield Nursery and Extended Childcare Services was registered in 2007 having been previously registered as Earby Springfield Out of School Club. The organisation is managed by a local committee of parents and school staff. The setting is situated within Earby Springfield Primary School in Earby, Lancashire. It has use of a variety of rooms and an external play area, including the school fields. The setting is open Monday to Friday from 7.45am to 5.45pm during term time only. It is on the Early Years Register and both parts of the Childcare Register.

The setting is currently registered to cater for up to 20 children in the early years age group, and also offers care to older children up to 11 years who attend the out-of-school club. There are currently 86 children on roll, of whom 71 are under eight, and of whom, 55 are within the Early Years Foundation Stage. The setting has procedures in place to support children with special educational needs and/or disabilities and for those with English as an additional language. There are currently eight members of staff, all holding relevant early years qualifications. The manager has a level 3 early years qualification, a further six staff hold level 3 and one has level 2. The setting has links with Lancashire Sure Start and is currently undertaking a Step into Quality award scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Care systems and procedures are good overall and help to support children's welfare. Observations of young children at play are used well to monitor and evaluate their progress over time and to plan for their next steps in development. Partnership with parents and external agencies, including the host school, are good and help to enhance children's learning. The management implement good overall systems to monitor the performance of the setting and their capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- further develop and extend methods of self-evaluation in order to ensure clear identification of the key strengths and areas for development
- ensure that records of the regular fire and evacuation drills are maintained consistently.

The effectiveness of leadership and management of the early years provision

Recruitment and required vetting systems to support the safeguarding of children are fully in place and staff are appropriately qualified for their roles and

responsibilities. Welfare policies and procedures, such as, the appropriate care given to children in the case of occasional minor accidents, are good overall. However, there is some inconsistency in the record keeping of the regular fire and evacuation drills. Staff are well focused and provide a well planned and inclusive environment for all children. Equality of opportunity is very well promoted and helps to ensure that each child's individual needs are met. Shared celebrations of world faiths and festivals, such as, a recent focus on Easter help children to learn about diversity in the wider world. Frequent observations of young children at play are used well to monitor their progress and to identify their next steps in development. For example, one next step entry identified that a child required more experience in cutting out shapes with a pair of scissors and this was provided.

The setting's relationship and communication with parents is good and the walls of the entrance hall to the setting are used very effectively to provide a wide range of helpful information. Parents are kept up-to-date with their child's development through regular discussions with their child's key person and a well-maintained individual development portfolio is also made available to parents. The setting's relationship with external agencies such as Sure Start, and other providers of the Early Years Foundation Stage, like the school, is very good and is used effectively to further enhance young children's development and progress. The setting's systems of self-evaluation and assessment of its own strengths and areas for development are good overall but sometimes lack clarity of focus.

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

Children are very happy in this bright and colourful setting. The warm and friendly environment is used well by dedicated and well-deployed staff to encourage and promote independence, such as, by self-registration and hanging up coats in the correct place. Freedom of choice is a key element of the open plan environment which is set out in a variety of zones linked to the early years areas of learning. A very well organised provision is evident through the club's detailed yet flexible planning which is designed to provide a good range of opportunities for children to learn through play.

Frequent access to healthy and nutritious food for all children is a key element of the provision and includes breakfast, lunch and afternoon snacks. Opportunities are taken by staff to explain the importance of a healthy diet and children demonstrate a growing awareness of the benefits of fresh fruit and vegetables. Staff encourage children to wash their hands before eating and after visiting the toilet, and many young children demonstrate a growing awareness of the importance of good hygiene practice.

External play facilities are used well by children to enhance their physical skills and to develop different methods of active play. They are provided with a wide range of resources to support healthy exercise in addition to many other forms of play linked to the areas of learning. One member of staff was observed very carefully to help and encourage a young child, who was new to the setting, to propel and steer

a toy car. His response was a happy and smiling face as he quickly learned how to do it for himself, thus gaining in confidence and self-esteem.

Children demonstrate positive attitudes and behaviour and this reflects the consistent encouragement and support provided by staff. All children are treated as unique individuals who are valued and respected in this inclusive setting. Examples of children's learning through play are celebrated in their individual portfolios and around the setting's walls. Staff make excellent use of praise to boost self-esteem and to promote independence. As a result of the dedication of the staff and the wide range of support they provide, children make good progress towards their learning of future skills.

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

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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

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