



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 257176

DfES Number: 533468

INSPECTION DETAILS

Inspection Date 15/09/2004
Inspector Name Kashma Patel

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care, Creche Day Care
Setting Name Mini-Springers Nursery
Setting Address St.Christophers Church Hall
Springfield Road, Moseley
Birmingham
WEST MIDLANDS
B13 9NY

REGISTERED PROVIDER DETAILS

Name The Committee of The Springfield Project

ORGANISATION DETAILS

Name The Springfield Project
Address Springfield Road
Moseley
Birmingham
West Midlands
B13 9NY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Mini-Springers Nursery was registered in August 2000. It operates from a church hall and is part of The Springfield Project which is run by St Christopher's Church. Two main rooms are used and a secure outdoor play area. It is situated in Moseley/Sparkhill area of Birmingham, close to local amenities and bus routes. The project aims to provide services to the local community and includes a Family Support Unit.

There are currently 56 children on roll from 2-5 years. This includes funded three-year-olds. Children attend a variety of sessions. The setting currently supports children who speak English as a second language and has procedures in place to support children with special needs.

The group opens for 8 sessions a week. Monday, Wednesday and Friday from 09:30 - 12:00 and Monday to Friday from 12:30 - 15:00. The setting is also registered to operate a crèche and out of school care.

There are currently 9 part-time/full-time staff who work with the children. Over 75% of the staff have an Early years Qualification to NVQ level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership and also other agencies.

How good is the Day Care?

Mini-Springers Nursery provides good quality care for children. Staff offer a warm and welcoming environment where children feel secure and their individual needs are taken into account. Staff are beginning to develop good relationships with children and often speak to them in their mother-tongue language. Most documentation is maintained, but procedures for recording accidents needs to be improved to ensure confidentiality is maintained.

Staff ensure that children understand about safety in the setting and have taken the necessary precautions. All areas for promoting health and hygiene are good and are

reinforced through the daily routine. Staff have established a good daily routine for eating, tidying up and playing which encourages children to feel secure. Children are provided with snacks which meet their dietary requirements. They are also provided with a mid- morning drink, but cannot access this freely.

Staff provide a wide range of interesting and stimulating activities indoors and outside which promote children's learning and imagination. Staff spend time talking and playing with them in small groups. Staff have a good understanding of equal opportunities and are able to speak the community languages. There is a range of toys available for children which promote equality of opportunity and anti-discriminatory practice. The group employs two inclusion workers to support children with SEN & EAL. Staff use positive methods to manage children's behaviour by praise and reward. Staff are aware of their responsibilities in regard to child protection issues.

Staff have good working partnerships with parents and ensure that the children are cared for in accordance with their parents' wishes. An information pack is available to all parents. Information is shared with parents on a daily basis through daily verbal communication and the notice board. A cassette is also available for parents who do not speak English, and information is translated in Urdu.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children have the opportunity to be involved in a suitable range of activities. They are given choices and their interests are taken into account.
- Good use is made of available space both indoors and outside; rooms are laid out to give children easy access to toys and equipment.
- Staff offer good quality care for children who speak English as a second language. Staff speak and translate information in the community languages.
- A good partnership exists with parents and other agencies. Staff ensure that children are cared for in accordance with parents' wishes and talk to them daily about their development and progress.

What needs to be improved?

- recording of accidents to maintain confidentiality
- regular or free access to drinks.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation |
|-----|---|
| 7 | Ensure that when recording accidents on children that they are kept confidential from other parents signing the book. |
| 8 | Ensure children are provided with regular drinks during the session or can access these themselves. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Mini-Springers Nursery is acceptable and of good quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff manage the children very well, and have a positive relationship with them. They plan a variety of practical activities and have a very good understanding of how children learn, and are able to challenge more able children, but this information is not recorded in the planning. Staff organise the indoor environment and resources effectively which assists children progress towards the early learning goals. There is access to a computer, where small groups of children are beginning to use the mouse and large keyboard. Children's personal independence is developing through routines, they have a good choice of activities and equipment.

The nursery employs two Inclusion workers who work with children with SEN and EAL, which enables children to participate in the full range of activities. Staff are able to speak in the community languages. Staff carry out weekly observations on the children to assess children's learning against the stepping stones and early learning goals. This information is used to plan what the children should do next.

The leadership and management of the nursery is very good, there are regular opportunities for staff training and development. Regular meetings are also held for staff to assess and evaluate what they do.

Partnership with parents is very good. Parents have a good level of information about the provision and their children's progress and development. Information is also translated in the community languages. Parents are welcomed to take part in their children's play and learning and take books home to read with their children.

What is being done well?

- The children enjoy joining in with songs and stories and are able to ask questions and hold discussions with peers and staff in small and large groups.
- The children are becoming increasingly independent within their own routines. They are developing acceptable social skills such as taking turns, co-operating and trying new activities.
- They are developing their identities within their home communities and discuss the elements that affect their lives.
- The children investigate changes to the environment and differences within materials that surround them.
- There is good information sharing with parents. They are kept informed of

their children's progress and development. Staff are able to speak the community languages to support parents.

What needs to be improved?

- recording of support & challenge for more able children.

What has improved since the last inspection?

Since the last inspection the group has addressed both of the key issues.

The group now provides more opportunities for children to learn sounds of the alphabet and the group has an outdoor play area which has a climbing frame for children to develop physical skills

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their needs and ideas, developing strong relationships with each other and with adults. Children concentrate very well during focussed and self initiated activities. They understand what is right and wrong and behaviour is very good. Children are beginning to develop their independence through routines. Children show consideration for each other as they take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are learning words to songs and enjoy the repetitive phrases. They can relate events with confidence through large and small group discussion. They have free access to books, enjoy listening to stories and they are learning to understand the correct way print is read. The children are practising pre writing skills, making marks and writing their own names within many activities. Letter recognition and sounds are also being developed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Some children are able to count up to five and some beyond. They are beginning to recognise these numerals around their environment. They are beginning to use mathematical language and use concepts to match and sort shape, size and colour throughout many of the activities. They are beginning to develop an understanding of calculating with small numbers and are able to name basic shapes in their environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to share experiences about their own families, and are extending their learning about the local environment and investigating changes within it. A child brought in some fir cones and conkers for staff to discuss and show others. Children have access to a computer which has large keyboard, they are learning how to use the mouse. Children learn about cultures through celebrating festivals and have good resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing some good physical skills. They move both inside and outside with confidence and co-ordination. Outside they steer small toys well and avoid obstacles. Children were observed playing with balls and hoops. They also have access to a low climbing frame where they develop their climbing and balancing skills. They handle small tools and equipment such as pencils, paintbrushes, scissors, small construction and dough cutters with increasing control.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children explore texture and colour through a varied range of media such as painting, dough, and sand. Children are able to name a wide range of colours confidently. They express themselves freely during a varied range of role-play, painting, singing and moving to music. They are learning to differentiate between sounds when playing musical instruments. They are beginning to develop their imagination in stories.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- there are no key issues, but a minor point for consideration:
- recording of support & challenge for more able children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.