



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 511262

DfES Number: 582221

### INSPECTION DETAILS

Inspection Date	12/07/2004
Inspector Name	Janice Clark

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Springboard Opportunity Group
Setting Address	2a Princes Road Clevedon North Somerset BS21 7SZ

### REGISTERED PROVIDER DETAILS

Name	Springboard Opportunity Group 1025787
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### ORGANISATION DETAILS

Name	Springboard Opportunity Group
Address	2a Princes Road Clevedon North Somerset BS21 7SZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Springboard Opportunity Group is a well established resource for children with special needs in North Somerset. It offers play sessions for children and support and information to families. The group is situated in purpose built premises in the centre of Clevedon. Children have access to a large, bright room for play and a smaller room for IT and individual work.

The group is open Monday to Friday from 09.15 to 11.45 and Monday to Thursday from 13.00 to 14.45 term time only.

The group offers care for children up to eight years. Currently 48 children attend for a maximum of two sessions throughout the week. There are 26 children receiving funding for nursery education; 17 are aged four years and the others are aged from nought to three. All children attending have special educational needs. None of the children attending speak English as an additional language.

There are six members of staff who work with the children. All have a minimum of a level three early years qualification. The staff are supported by regular volunteers.

Springboard is a registered charity, a Company Limited by Guarantee, a self help group and a voluntary organisation.

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

### How effective is the nursery education?

The Springboard Opportunity Group provides high quality nursery education overall. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff use observations of children to plan for the next stage in their development. The planning system is informative as it instructs staff as to what skills the children should learn and the resources to provide. Careful planning and specialised equipment ensures that all children irrespective of their special need are encouraged wherever possible to participate in all activities. The challenges set for children are realistic and achievable and staff work on 'bite size' steps at a time. Each achievement is celebrated no matter how small. Children's progress is monitored through a detailed assessment system but there is scope for further improvement in this area.

The staff use a positive approach to behaviour management and the behaviour in the group is good. Staff are calm and this in return leads to a calm atmosphere and a supportive learning environment where children can progress at their own pace.

The leadership and management of the setting is very good. Regular team meetings ensure that there is good communication between management and staff. An effective appraisal system identifies training needs and staff are committed to further development. The group is continually evaluating and monitoring its educational provision and are committed to improving their practice. Morale throughout the team is high.

Partnership with parents is very good. They are encouraged to share information about their children's development on entry into the group. This enables staff to build on what children already know. They are kept informed about their children's progress both formally and informally. Staff and parents work together with professionals to develop individual educational plans. This ensures that the children's needs are being met and that there is continuity of care.

### What is being done well?

- An enthusiastic and dedicated staff team ensure that children enjoy learning through a range of stimulating and interesting activities.
- Children's independence is promoted effectively through encouragement and support from staff. They make their own sandwiches for snack time, choose their own fillings, pour out their own drinks and show delight at their efforts. Children are being encouraged to work towards independence in their personal hygiene.
- Children are learning to use gestures and makaton sign language to help them to communicate along with speech and there are pictures and

photographs that children can point at to express their needs. Staff use visual aids such as puppets, photographs, soft toys etc to encourage less able children to concentrate, listen and respond in their own way.

- Parents and children receive a warm welcome into the group. There is a parent's room available, which enables staff to provide a strong support system to the families as a whole and offers further opportunities for them to build positive working relationships.
- Parents receive good quality information about the setting and its education provision on entry into the group. Regular newsletters and topic plans reinforce this ensuring that they are kept up-to-date about what the children are learning. A wealth of information is available informing parents about local services and resources.

#### **What needs to be improved?**

- continue to develop children's assessment and progress records of sensory experiences to reflect the current practice.

#### **What has improved since the last inspection?**

Improvement since the last inspection is very good.

The staff team have a very positive approach to developing their practice. They provide regular opportunities for children to experience music and movement and a music co-ordinator has been appointed to ensure that children are making very good progress in this area of development. Children have more opportunities to record their learning in knowledge and understanding of the world. Photographs, collage and weather charts, enables children to recall their activities, discuss what they have learned and monitor changes in their environment. Detailed plans and assessments demonstrate how activities are linked to the six areas of learning and how they will help children progress towards the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager and excited to come to the group as they separate from their carers with little or no assistance. They are showing curiosity as they explore familiar surroundings and try out new experiences. They are developing concentration skills while they wait in anticipation for their photograph and name during 'hello' time. Children feel safe and secure as they confidently look to adults for support during their play. They demonstrate a sense of pride as they show off their creations.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are learning to communicate effectively through play activities and stories. They are beginning to recognise that letters have sounds and learning that print carries meaning in an environment rich with print. They are developing a love for books and to care for them in a comfortable, well stocked book corner. Children are learning to basic writing skills as they draw, paint and make marks using their hands and fingers and a wide range of materials and implements.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning counting skills during registration and play situations. They talk about one more piece of fruit during snack time and are learning subtraction and simple problem solving through rhymes such as 'Three Jelly Fish' and activities. Children show an interest in shapes and space through shape sorting activities as they explore using their senses. They are learning mathematical language relating to size and position through exploring junk boxes and participating in outside play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are exploring and investigating natural materials such as moss and herbs using their senses as appropriate. They are joining pieces of construction together to build a track for their trains and are building towers in a non-threatening way as they balance different sizes of boxes. The use of computer games further increases their understanding of cause and effect. Children are developing an awareness of their immediate environment and their families through outings and photographs.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are learning to move with control, confidence and safety as they use equipment such as a climbing frame, trampoline and a balancing apparatus. They enjoy swinging from side to side with the aid of a cargo net. They are learning spatial awareness as they negotiate their way about the play room and the safe outdoor garden. Children are developing co-ordination and small manipulative skills as they roll, kick and throw balls and use tools and hands to roll, cut and manipulate play dough.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are using a variety of media and materials including hands and fingers as they explore textures and experience the effect of mixing different colours. They are learning how sounds can change through exploring a variety of musical instruments including making their own shakers. They are using their imagination to act out familiar experiences and use available resources to recreate a teddy bears picnic. Children are responding imaginatively to a wide range of musical experiences.

**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 significant weaknesses to report, but consideration should be given to improving the following:
- Continue to develop children's assessment and progress records of sensory experiences to reflect the current practice.

*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.*