



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 118567

DfES Number: 570692

### INSPECTION DETAILS

Inspection Date 22/11/2004  
Inspector Name Toni Hanson

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Springfield Playgroup  
Setting Address Springfield Gardens  
Upminster  
Essex  
RM14 3EH

### REGISTERED PROVIDER DETAILS

Name The Committee of The Committee of Upminster Baptist Church

### ORGANISATION DETAILS

Name The Committee of Upminster Baptist Church  
Address 57 Meadowside Road  
Upminster  
Essex  
RM14 3YT

## 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

Springfield Pre-School is a church committee run sessional group. It opened in 1968 and is situated in a residential area of Upminster. A maximum of 26 children may attend at any one time. The pre-school is open each weekday during term time. Morning sessions are from 09.10 to 11.40 each day, with afternoon session available on Monday, Tuesday and Friday from 12.20 to 14.50. Children attend for a variety of sessions. A secure enclosed area is available for outdoor play.

There are currently 53 children aged from 2 and a half to under 5 years on roll. Of these 37 children receive funding for nursery education. The pre-school currently supports a number of children with special educational needs. The pre-school serves the local community, but gives priority to children whose family attend the church.

The pre-school employs eight staff, six of the staff, including the manager hold appropriate early years qualifications to National Vocational Level 2 or 3. One member of staff is working towards a qualification.

### How good is the Day Care?

Springfield Playgroup provides good care for children.

The playgroup has an appropriate operational plan in place, their policies and procedures are in the process of being reviewed as they have not been update for a number of years. The stable, well established staff team are clear about their roles and responsibilities and work well together to ensure the smooth running of the session. Although there is no formal appraisal system in place, staff have frequent opportunities to further develop their knowledge and skills through training.

The premises is spacious and well maintained. Children's safety is a priority and staff are vigilant about ensuring all areas of the premises are safe and suitable. All areas for promoting children's health are good. Staff have a sound understanding of their responsibilities towards the children in their care and the procedures they must

follow if there is a child protection concern. Healthy, balanced snacks are provided mid morning for children and any special dietary needs catered for well.

An appropriate range and balance of activities and play equipment is provided overall. Although, opportunities for children to explore resources that reflect diversity and enjoy activities that help them learn about the wider world are limited. Staff are skilled at talking to and questioning children to help them think and learn. Strategies to manage children's behaviour are good. Staff are positive role models, speak respectfully to children and use praise frequently to re-enforce good behaviour. Effective systems are in place to support children with additional needs.

The playgroup are committed to working in partnership with parents. Keyworkers are available to discuss child's care and progress informally with parents at the end of each session. Parents say that they feel welcome and value the friendly, approachable staff. All of the required documentation is in place, up to date and stored securely.

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

At the last inspection, the pre-school agreed to make the broken panel of glass in the storage room door safe. Children walk passed this door to access the outdoor play area.

Safety for children accessing the outdoor play area has improved. The broken glass has been replaced with wooden panels.

#### **What is being done well?**

- Staff deployment is effective. The playgroup employs a higher than required number of staff each session to ensure children receive a good level of adult support.
- The interaction between staff and children is good. Staff spend time talking and listening to children and question them effectively to help them learn.
- Children's safety is a high priority. There are good procedures in place to ensure all areas of the premises are checked on a daily basis and staff supervise children appropriately. Staff discuss and agree safety rules with children to ensure they learn how to use equipment safely.
- Staff manage children's behaviour in a consistent and positive way. Behaviour 'goals' such as 'we share and take turns with toys' and 'we are all friends together' are discussed and agreed with the children each day. This helps to ensure children know what is expected of them.

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

- the provision of activities and resources that reflect diversity and help children learn about the wider world.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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
9	Ensure that children have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

### How effective is the nursery education?

Springfield Playgroup provides generally good nursery education which enables the children to make generally good progress towards the early learning goals.

The teaching is generally good. Staff have an effective knowledge and understanding of the stepping stones towards the early learning goals. They work closely as a team to plan and provide a range of interesting activities. Planning does not sufficiently implement opportunities for children to learn about the wider world. Observation and assessments do not clearly show the links between the child's current achievements and what challenges need to be made to further develop learning. Staff use good language and vocabulary to support children's learning. However some activities do not extend and challenge children appropriately. Staff are enthusiastic role models. Staff manage children's behaviour in a calm and sensitive friendly manner. Children respond and behave well.

The leadership and management of the setting is generally good. Staff are clear about their roles and responsibilities and work effectively as a team. Staff have opportunities to further develop their knowledge through appropriate training. The management team are able to evaluate individual strengths and weaknesses and use this to assist in the smooth running of the setting. There are no systems in place to give parents ongoing information about their child's progress.

Partnership with parents is generally good. The keyworker system encourages parents to feel able to talk to staff freely. Parents are encouraged to be involved with their child's learning by being informed of the current theme. Parents are provided with sufficient information about the setting. Insufficient information is given to parents about their child's progress along the stepping stones and what steps are to be taken to encourage further progress.

### What is being done well?

- Opportunities for children to further develop their communication skills are very good. Staff skilfully question and engage children in conversation. Praise and encouragement is used very well to build children's confidence.
- Children skilfully and confidently develop knowledge about information and technology and are supported well by adults.
- Opportunities for children to handle tools, objects, construction and malleable materials increase control and skill.
- Children's imagination is promoted by an effective range of role play resources.

**What needs to be improved?**

- assessments of individual children's achievements and their next steps, challenges for more able children
- information given to parents about children's progress along the early learning goals and stepping stones.
- opportunities for children to gain knowledge and understanding about the wider world

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

Generally good progress has been made since the last inspection. Children have opportunities to associate sounds with letters when they write and use the computer. Missed opportunities to count everyday objects such as the number of children present and the cups needed at snacktime.

Children develop independence by pouring drinks at snacktime. Staff deployment during registration supports children who are unable to sit for longer periods of time. Staff deployment during free-play sessions allows children to benefit. There is a member of staff at each activity and one member of staff who is the floater.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have warm trusting relationships with staff and demonstrate care and consideration towards each other by sharing and taking turns. Children show good concentration skills when involved in activities such as construction creating Christmas stars drawing and stenciling pictures of a winter's day. Limited opportunities to learn about the wider world on a regular basis hinder children's understanding that people have different needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to sustain attentive listening during registration time and during a range of activities including Christmas stars, circle time, listening to the story "Where's Rudolph". Children show excellent skills when linking sounds to letters when using the computer programme "Monsters Lunch". Children are able to form recognisable letters, and are skilled at drawing full and creative pictures of a winter's day, including squirrels, pond, trees etc.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count beyond ten when counting a range of objects in a book about Christmas e.g. fourteen pears. Children confidently position two triangles to make star shapes. Children confidently choose suitable components to complete a horse, train and duck puzzle. Limited practical opportunities hinder children's understanding of number problems, and limited vocabulary around subtraction hinders their knowledge of calculation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children examine objects and living things when searching for webs, spiders, ants and worms in the garden. Children construct skillfully with a purpose in mind to create aeroplanes, trucks, boats with large Lego. Children are skillful and confident when using the computer to complete a range of games such as "Monsters Lunch". Lack of planning and resources does not help children to gain an awareness of the cultures and beliefs of others.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and easily between the two playrooms and are skillful at walking with their drinks and snacks to their chairs during snacktime. Children are aware of their own space and others during activities and are confident and skillful in positioning their bodies to carry out tasks like role play. Excellent handling of a range of small objects. Limited opportunities for large physical play on a regular basis for running, skipping, climbing.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are able to create work both adult led and free choice using the easal. However more able children are hindered during adult led activity "Christmas Star " . Children sing loudly and confidently "Twinkle Twinkle little star" "When santa got stuck up the chimmney". They are able use bells to link in with the theme of "Christmas" and sing along to song tapes. Children use their imagination well during role play and play cooperatively as part of a group.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- strengthen the programme for knowledge and understanding of the world to promote children's awareness of the wider world.
- improve systems that inform parents about their child's progress towards the early learning goals.
- improve assessments so they clearly show children's next steps in learning, and ensure more abled children are appropriately challenged.

*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.*