



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 402055

DfES Number: 517312

### INSPECTION DETAILS

Inspection Date 29/11/2004  
Inspector Name Anita Bartram

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Springboard Pre-School  
Setting Address Springfield Park Baptist Church  
Springfield Park Road  
Chelmsford  
Essex  
CM2 6EB

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Springboard Pre-School Management Group  
Address Springfield Park Baptist Church  
Springfield Park Road  
Chelmsford  
Essex  
CM2 6EB

## 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

Springboard Pre-School opened in 1975. It operates from Springfield Park Baptist Church hall, which is on the outskirts of Chelmsford. A maximum of 34 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.00 school term time only. The group opens on a Monday afternoon from 13.00 to 15.00 in the Easter term only. All children share access to a secure enclosed outdoor play area.

There are currently 31 children aged from 2 to under 5 years on roll. Of these, 23 children receive funding for nursery education. Children come from the local catchment area. The group supports a small number of children with special educational needs, and children who speak English as an additional language.

The pre-school employs seven staff. Three of the staff, including the managers, hold early years qualifications. One member of staff is working towards a further qualification.

### How good is the Day Care?

Springboard Pre-school provides good care for children.

The organisation of the setting is appropriate and staff are deployed effectively to work directly with the children. Staff provide a very warm and welcoming environment through posters, notices and well-prepared activities. There is a wide and stimulating range of resources that are used well to cover all areas of the children's learning. Most documentation is in place.

The staff provide a secure environment for the children. All staff are aware of the children's safety and measures are firmly in place to minimise hazards to children. The majority of staff have current first aid certificates. Children are able to try healthy foods at snack time. Staff use snack time effectively to extend the children's language and literacy skills. However, children are not always able to extend their independence skills, and the organisation of snacktime disrupts the children's flow of

play. All staff are appropriately aware of their child protection responsibilities.

Staff provide a very caring environment where children's individual needs are considered well. Staff follow very effective working practices to meet the specific needs of children with special educational needs. There is a suitable range of resources and posters to promote positive images of diversity to children. Staff have good planning systems in place to provide children with meaningful activities to cover the six areas of learning. Children play purposefully and co-operatively. Children's behaviour is very good, they appreciate right from wrong and staff have a good understanding of the reasons behind children's unwanted behaviour.

Staff are readily available to speak with parents at either end of the day. Parents are welcomed into the group at any time and are invited to special days in the group's calendar such as Christmas celebrations. Children's development records are available upon request from parents.

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

At the last inspection, the provider agreed to provide an action plan detailing how the persons in charge will achieve a level 3 qualification appropriate to their post. One supervisor has almost completed a NVQ level 3. The other supervisor, along with another member of staff, is booked to start a level 3 qualification in April 2005.

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

- Staff manage the children's behaviour positively and consistently. Due to the strong teamwork of staff, children are provided with consistent boundaries and are very aware of expectations from the staff. As a result, very little unwanted behaviour is seen and an atmosphere is created in which children are busy and content.
- Staff interact warmly and responsively with the children. They ask open-ended questions and actively listen to what children have to say. Staff work directly with the children during activities, taking an interest in comments the children make about the different aspects of their lives.
- Staff provide a wide and stimulating range of resources and activities. Children are able to move between activities that are worthwhile and purposeful in covering all six areas of learning.
- Staff are considerate of the diverse mix of children and families who attend the group. They sensitively accommodate children's differing religious beliefs whilst still maintaining their own religious identity. As a result, children are beginning to appreciate and value the differences and similarities between themselves and others.

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

- the organisation and use of snacktime; to enable children to be more independent in their self-care skills

- the access parents have to their own child's development records
- the consistency of recording all accidents to children.

**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
7	Ensure all staff are consistent in the recording of accidents to children.
8	Review the organisation of snack time so that children's play is less disrupted and children are able to be more independent.
12	Make individual children's development records fully accessible to individual parents.

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

### How effective is the nursery education?

Provision for nursery education at Springboard Pre-school is good. It enables children to make very good progress in personal, social and emotional development, physical development and communication, language and literacy. Children are making generally good progress in the three other areas of learning.

The quality of teaching is generally good. Staff have high expectations of children's behaviour, resulting in an effective learning environment where children listen and behave well. Staff have a good understanding of learning through play. However, full use is not made of the valuable outdoor play space as a fundamental part of the children's curriculum. Staff plan exciting and stimulating role-play experiences for children. As a result, children consolidate and develop many skills in other areas of learning, such as purposeful mark making and ICT.

Staff have a good working knowledge of the stepping stones in the foundation stage. They ask children purposeful questions to extend their learning and understanding. Assessment records used to record children's achievements do not fully cover the stepping stones. This hampers staff in clearly focusing on gaps in children's skills, knowledge and aptitudes.

Leadership is generally good. Staff are professional and committed to providing good quality nursery education. Staff are encouraged to develop professionally and are informally assessed for their effectiveness in delivering the foundation stage. The planning system is comprehensive and staff are skilled at adapting activities to support children's different levels of ability.

Partnership with parents is generally good. Parents are provided with valuable long and short-term information. Staff are approachable and invite parents to share what they know about their child when they first start. This sharing process is lessened once children start as development records are not readily available for parents to record their child's achievements at home.

### What is being done well?

- Children's listening skills are excellent. Staff provide children with clear behaviour boundaries. As a result, all children sit quietly and attentively to listen at registration time, or engage fully in stories whilst waiting for snack.
- Staff make skilful use of role-play. Staff introduce the area at the beginning of the week and give children ideas and purpose for play. Staff use role-play to help children learn in other areas of the foundation stage. For example, the large construction pieces are built into a post office van. Staff prepare props such as parcels and doors for children to recognize and match numbers. Children use telephones and keyboards in the 'post office' to act out familiar scenes or develop their early writing and reading skills.

- Children use movement purposefully and incorporate it into many aspects of their play. Children climb competently on the post office van and lift and carry the light boxes diligently to where they need to go. Children exercise good control over their movements, trying hard not to run in the wide open space when lining up for snack.
- The planning system is comprehensive. It thoroughly embraces the stepping stones from all six areas of learning. Some challenge or support is identified within some activities to suit the different ages and stages of children in the group.

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

- the assessment system

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

Generally good progress has been made in implementing the action plan drawn up to address the point for consideration identified at the previous inspection. Assessment records are kept fully updated and key workers know their children very well. All staff are aware of different children's differing levels of ability. However, the records do not fully cover the stepping stones, or the context in which children have achieved. This makes it difficult for staff to assess if, or in which areas, children have exceeded the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settled in the group. Children and staff have strong relationships and children respond positively to staff's high expectations of their behaviour. As a result, a positive learning environment is created where children are calm and purposeful in their play. Children are keen and curious. They have positive attitudes to new experiences. They crowd around the new post office role-play area and eagerly join in delivering the parcels or driving the van.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing excellent questioning skills. They offer meaningful comments during conversations and more-able children are starting to ask more searching abstract questions. Children's listening skills are outstanding. They sit alertly during registration time and concentrate well when being read stories. Children are very aware of writing and that it carries meaning. Children ask what adults are writing and make meaningful marks on paper to represent messages or text.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have a good awareness of 2D shapes. They choose particular cutting shapes in playdough and accurately name more unfamiliar shapes such as diamonds and rectangles. Children have a sound appreciation of size, describing the biggest, smallest and middle size. Staff actively help children count and all children enjoy rote counting. However, staff do not sufficiently seize everyday opportunities to pose simple number problems to children to stimulate their early interest in calculation

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are keen to explore their environment. They make meaningful comments about weather outside and knowingly use magnifying glasses. Children have a sound awareness of ICT. They eagerly press buttons on calculators and use telephones competently to give and receive messages. Children enjoy construction and making things in adult-led activities. Opportunities for more-able children to have more independent use of a greater variety of tools is sometimes limited.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children use movement purposefully and with good control. They accurately follow and imitate adult actions during singing or ring games. Children have a valuable sense of space. They find an appropriate space to sit in on the carpet at registration time and sit for extended periods of time skillfully doing puzzles. Children use large physical equipment enthusiastically. They make full use of bikes and trikes outside, weaving competently in and out spaces or stopping and starting.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children use the valuable role-play area very well. They make full use of available props to support their roles. All children enjoy participating in singing and ring games and sway to music whilst waiting. Children do not have sufficient use of percussion instruments to readily discover and explore different sounds for themselves. Overall activities give children some scope to use their own creative ideas although their limited use of tools lessens their creative exploration of materials.

**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**

- improve the assessment system; so staff can purposefully identify gaps in children's learning, and hence plan to cover those gaps to more rigorously progress children towards the early learning goals.

*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.*