

Springboard North Wiltshire Opportunity Playgroup

Inspection report for early years provision

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Inspection date	19/01/2011
Inspector	Susan Harvey
Setting address	Kings Rise Childrens Centre, Lodge Road, CHIPPENHAM, Wiltshire, SN15 3SY
Telephone number	01249 657 145
Email	jane@springboardloo.demon.co.uk
Type of setting	Childcare on non-domestic premises

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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

Springboard North Wiltshire Opportunity Playgroup, District Specialist Centre North Wiltshire for Children with Special Needs has been established over 30 years. It is an independent charity run by a management committee. It now operates from a single storey, purpose built facility within The Kings Rise Children's Centre, Chippenham. The group has access to a parents' room and kitchen, main play room, sensory room, group room, toilets and a fully enclosed outside play area. The setting opens from 9.30am to 2.30pm on Mondays and Wednesdays, 9.20am to 11am on Tuesdays and 9.30am to 12pm on Thursdays, term time only.

The setting is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. There are currently 40 children aged from birth to four years on roll, some in part-time places.

There are 13 staff, eight of whom work directly with the children and eight of whom hold an appropriate qualification. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Springboard Opportunity Group is highly effective and inclusive for the children in their care. Outcomes for children are exemplary given their starting points and capabilities. There are highly effective partnerships between parents and other agencies which ensure that the individual children's needs are fully met. Even though there are comprehensive policies and procedures in place to support children's well-being and welfare, not all have been updated to reflect the new premises. There are exceptionally high standards embedded across all areas of staff practice and rigorous extensive monitoring enables the setting to support their plans and progress of individual children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing all policies and procedures to reflect the new premises.

The effectiveness of leadership and management of the early years provision

All aspects taken to safeguard children are exemplary and there is a comprehensive awareness of safeguarding issues amongst the setting at all levels.

All staff receive regular training on safeguarding to update their knowledge. Children are safeguarded by extensive recruitment and vetting procedures, including a successful induction of new staff. Comprehensive policies and procedures are in place and implemented thoroughly when the need arises to work collaboratively with other agencies to keep children safe. However, while some documents have been amended to reflect the new premises, many are in need of updating.

Staff, managers and committee members involved with children attending the setting have high aspirations for quality through ongoing improvement and strong commitment to equality and diversity. They have a clear achievable plan relating to self-evaluation. By using the Bristol Standard monitoring scheme there is continuous improvement which staff, children and their parents have been involved in developing and taking forward. This includes the design of a forest garden for children to ramble among trees and leaves. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships with other people who are involved in the lives of the children, such as health visitors, educational psychologists, Portage and multi-agency panels. There are well established channels of communication between all partners involved with individual children who successfully promote their welfare, learning and development. For example, staff maintain an outreach programme where they visit other settings to which children belong and share ideas and resources which can be used collaboratively to cater for the individual needs of the children in both settings. The setting has a highly positive relationship with all groups of parents and carers and they are heavily involved in decision-making on key matters affecting the children and setting. They are very well informed about all aspects of their children's achievement, well-being and development. When asked, parents commented that they are extremely happy with the close links that are nurtured in the setting by staff and other professionals. They appreciate the chance to meet and talk with others in the parent room and to have the opportunity to fundraise for the setting in appreciation for the way their children are cared for and the progress which is made.

Managers and staff make exceptionally good use of resources, including training opportunities to meet the needs of the children. Each child has access to exceptionally good quality toys and equipment which cater for their individual learning needs. There is a level of expectation from managers and staff to set high standards of care and learning for each child and a belief in the setting's success. This is observed by all who are involved in the group; motivation is high and all children benefit from the enthusiasm staff have for making sure that children receive the best attention and support. All staff have an exceptional understanding of the Early Years Foundation Stage regulations and requirements. This is supported by the progress children make given their starting points and capabilities. Communication is the key to the children's success. Staff initiate various levels of communication starting with achievable goals and moving gradually at the child's pace so that eventually children achieve a two-way dialogue with staff. As a result, the outcomes for children and their learning are exceptionally good.

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

The progress children make is outstanding. Their individual progress is consistently good and fully monitored through robust observations by staff. This happens through the individual attention given to the children where they are able to establish a trusting relationship with staff, which aids in their learning. Staff use a picture exchange communication system which motivates children into communicating with an adult by exchanging pictures for something they may want to do or eat. Great progress is made by individual children with this system that they begin to build sentences with pictures. Staff spend time discovering what is the best method of communicating with the child. All the senses are taken into account; for partially sighted children sound is used to help them follow instructions. Visual timetables and instructions are around the walls of the playroom at a level for children to see and use. For example, if a child wishes to go on the computer, they take the appropriate picture to a staff member who accompanies the child for support. The computer plays a large part in helping with children's communication and all programmes are designed to help each child succeed whatever their abilities. The remarkable range of resources available to the children gives them the initiative to learn through play. Staff constantly record children's achievements in their individual learning journals. Detailed evidence shows how well children succeed and identifies the next stage in all six areas of learning.

The staff and management are highly effective and actively promote equality and diversity. They are very proactive in ensuring that all children are well integrated into the setting. They are highly successful in taking steps to close identified gaps in children's achievements. This is managed through having exceptional knowledge of each child's backgrounds and needs and putting into place an individual plan every child. Children are valued and engage in range of self-chosen activities which gives them confidence to play either alongside each other or on their own. Children show a very good awareness of themselves in relation to their place in the setting and are well equipped with fundamental skills they can use to extend their learning.

Through the high standard set by staff in supporting children to learn about a healthy lifestyle, children show an excellent understanding of healthy eating and make healthy choices at snack time. A 'Food for Talk' programme for children with speech and language delay is motivated by interesting snacks. Through pictures of the food on offer children are able to make their own choices. As a result, they are beginning to have ownership of their health and well-being. Children show a strong sense of security and feel safe within the setting because the high quality adult interaction and exemplary organisation of routines helps children to gain an exceptionally strong sense of security.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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