

Springfield Playgroup

Inspection report for early years provision

Unique reference number 118567
Inspection date 18/03/2011
Inspector Caroline Preston

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Springfield Pre-School is a church committee run sessional group. It opened in 1968 and is situated in a residential area of Upminster in the London borough of Havering. 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 9.00am to 12.00pm each day. Children attend for a variety of sessions. A secure enclosed area is available for outdoor play. There are currently 40 children aged from two to under five years on roll. Of these 40 children receive funding for nursery education. The pre-school employs eight staff, of these, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's individual needs are met, they enjoy learning from a good range of play experiences. For example, growing and planting and learning about the colour orange. They are kept safe and secure as staff have a strong understanding of child protection procedures and risk assessments are carried out daily. Partnership with parents are built as they are asked for their opinions about the setting. Links with external agencies support meeting children's individual needs such as the speech therapist. Self-evaluation supports the setting making improvements which supports children's welfare and education.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- involve children in the preparation of food to support understanding of healthy lifestyles
- extend children's knowledge of cultures within and beyond the setting through video's and DVD's and photographs, listening to simple short stories in various languages: handling artefacts: inviting visitors from a range of religious and ethnic groups, and visiting local places of worship and centres.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as all staff has undertaken safeguarding training in the last two years. Staff have a good understanding of child protection training, a written policy is in place which includes procedure for allegations made against a staff member. A list of all criminal disclosure numbers is available on site. Risk assessments are carried out daily which includes checking all areas of the setting and outdoor area. Risk assessments are carried out when taking children to the

local library, all of which supports children's well-being. All staff are first aid trained, and the certificate of registration is displayed in the setting, current public liability insurance is displayed. Policies and procedures include, admissions, behaviour, complaints, child protection, lost child and failure to collect a child support the smooth running of the setting.

The setting drives improvement through staff training, currently one member of staff is undertaking an early year's degree. Staff have attended mathematics risk assessment, first aid, safer recruitment, food safety and safeguarding. The setting have been receiving support the local authority which has helped to improve practice for example reducing the number of children taking part in show and tell. The garden area is now used daily to support children's physical development. Through self-evaluation staff have developed the choice board, which allows children to self-select and make choices about their play. Staff who are undertaking the degree training support the staff team with new ideas and practices to meet the needs of the children.

Resources include programmable toys, creative resources, large outdoor play resources, books, role play puzzles, dolls, board games and construction. The setting uses large main playroom and quieter room and garden, which children move between during sessions.

The setting promotes equality by offering children free choice of play resources and learning experiences. All families in the community are welcomed, play resources and celebration of festivals. Children are supported with any additional needs such as working closely with the speech therapist.

Partnership with parents is strong, questionnaires are sent out to parents requesting feedback about practice. Parents receive regular newsletters and are invited in to view children's files during the year and speak to key persons. Parents are sent home information about the curriculum and what topics and activities are being planned for. Partnerships with external agencies include the speech therapist and local authority to support children's individual needs. Staff take children to local schools to support transition in to school, also school staff visit the setting, building links. Parents are given well written information and prospectus when they start the setting.

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

Children have good opportunities to learn from a wide range of play experiences. They enjoy creative activities such as making mobiles with the moon, star and earth, using instruments to play twinkle star and make a space picture. They make vegetable soup, each child brings in their own vegetable from home. This links what children learn to home life. They make vegetable prints all of which supports their creative development. Children take part in activities that support their understanding of numeracy, for example, using the interactive solar system for

counting, sizes and colours. They use play number line and sing songs that are about number such as ten little men in a flying saucer and complete number puzzles.

Children plant and grow runner beans, and potatoes they discuss the roots and shoots during registration time, all of which supports knowledge and understanding of the world. They talk about how high the flowers are growing in the garden and listen to the story titled Eddie and the garden shop. Children take part in role play activities to promote their imaginations such as, the greengrocers shop, dress up and kitchen. Children develop their understanding of ICT equipment and their use, as they play and enjoy vegetable games on CD, remote control cars, and remote control car and fire engine. They enjoy free choice of many CD's promoting self-selection and choice, which builds children's confidence. Children learn to mark make by skillfully using a range of pens, paper and crayons and the paint easel.

Staff show they have a good understanding of the early year's curriculum and are able to support children in their learning across all the areas of development. Planning covers all six areas and activity plans cover the aim of the activity, for example, vegetable focus. The aim clearly shows what the activity is about and what staff want children to learn from it. For example, gain an awareness of different vegetables, how/where/who grows, what happens when we use a knife to chop them and they are cooked and what they taste like. Staff use a good range of open ended questions to challenge children's thinking, for example, what does our plants look like. Can you see changes.

Children learn from a range of planned topics that are carried out throughout the term. These include the colour orange, children are asked to bring in items and discuss, look at orange goldfish and play the colours CD game. They take part in teddy bear activities, all about myself, learn a range of nursery rhymes, and learn about clothes and autumn. They also learn about fireworks, numbers, on the farm, sea creatures and Christmas.

Children learn about safety through topics and discussions around road safety, during daily activities by gentle reminders not to run. They are reminded to use scissors carefully and not to stand at the top of the slide. People who help us visit such as police person, fire officers and local dentist. Children behave well as they learn the behaviour goals, for example, keeping hands and feet together. Children learn to walk quietly around the playgroup, share and take turns with the toys and listen to adults and each other.

Children learn about healthy lifestyles by be offered healthy fruits such as, apples, bananas, grapes and seasonal fruit. Children learn from healthy living topics such as making fruit kebabs and vegetable soup. Children learn the benefits of exercise through dance, as outside professionals attend the setting to undertake dance sessions with the children. Children promote their physical evelopment by taking aprt in obstacle course. They climb, jump, clim through and balance. Children learn about hygiene as they are encouraged to wash their hands after using the toilet, before and after snacks. However children are not involved with preparing snacks.

Children learn about diversity by taking part in topics such as food around the world, holiday week, children discuss different countries children live in. Parents are invited in to talk about their cultural backgrounds and way of life. Play resources include dressing up clothes, dolls, play food, ethnic dolls and puzzles. Celebrations include Christmas, Easter, Chinese New Year and Hanukah. However, children have too few opportunities to extend their understanding on a daily basis, through a wider range of learning experiences.

Children learn skills for the future by using cameras, remote control cars, computer, calculators and tills. They also learn from role play such as, shop and plant pots with compost and airport and train station, all of which reflects life and experiences children will have.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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