

Springfield Community Flat

Inspection report for early years provision

Unique reference number	EY359944
Inspection date	27/05/2011
Inspector	Josephine Geoghegan
Setting address	Springfield Community Health Centre, 110 Union Road, London, SW8 2SH
Telephone number	0207 622 3552
Email	
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

Springfield Community Flat has been registered since 2007. It is located within the Springfield Community Health Centre and provides day care and out of school care. The setting has children's centre status and is located in the Clapham area of the London Borough of Lambeth. The group operates from the ground floor of the community health centre, having sole use of a self-contained unit with a playroom and direct access to an enclosed outside play area. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for 40 children aged from two years to under eight years at any one time. Within their registered numbers the group holds some places to provide a crèche facility for parents attending courses. Daycare sessions run from 9.00am to 12noon and 12noon to 3.00pm. Children attend for a variety of sessions and the group is in receipt of funding for the provision of free early education for three and four-year-old children. The setting also provides breakfast and after school clubs that operate five days a week during term time. These sessions run from 7.30am to 9.00am and 3.00pm to 6.30pm. The setting provides a playscheme that operates during various school holidays from 9.00am to 6.00pm. There are currently 80 children on roll, of whom 43 are in the early years age range. The setting supports children with special educational needs and/or disabilities and those who are learning English as an additional language or are bilingual. A team of 10 staff, including the managers, work with the children. Staff hold appropriate qualifications in childcare and first aid.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, good systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively. This ensures that they make good progress. Generally, the capacity to maintain continuous improvement is strong. Staff use a range of methods to evaluate the quality of some aspects of the service and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop planning to show how you will support each child's learning and development across all areas of learning
- develop further systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of all aspects of the provision.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to help safeguard children and protect them from harm. The group is led and managed by a management committee who takes responsibility for the recruitment and vetting procedures for all staff. This ensures their suitability to work with children. In addition, the managers implement systems of induction and appraisal. This helps to ensure the ongoing suitability of staff. All required documentation is in place and full risk assessments are made for the premises and for outings. These help to safeguard children. A broad range of policies and procedures are in place that support the management of the service. Good systems are in place to ensure these are reviewed and updated on a regular basis.

Staff show a strong commitment to driving improvement as they have met all recommendations raised at the last inspection. They also work closely with the local authority to ensure the provision offers high standards of care. Effective systems are in place to evaluate the quality of the service which highlights the strengths and any areas which they plan to improve. However, the evaluation mainly concentrates on the daycare provision with little information showing the evaluation of the out of school provision. This limits the process of evaluation as not all aspects of the service are fully covered.

Children benefit from a culturally rich learning environment where posters and written words reflect a variety of languages. Toys, books and posters promote equality as they reflect all people in the community. Older children participate in regular cooking activities where they learn about foods that reflect a variety of cultures. All children have good opportunities to learn about cultures and beliefs as staff plan activities and outings that relate to a variety of festivals and events. Children who have identified special educational needs and/or disabilities are supported well. Staff work closely with parents and professionals to devise individual education plans. These effectively support children's learning and care needs. Promoting inclusion is embedded in staff practice. As a result children who have special educational needs and/or disabilities are able to fully participate in activities with their peers.

Staff have established good partnerships with other educational settings that children attend, ensuring any information is shared as needed. Engaging with parents is strong as they are kept well informed about their children's progress and all activities and events. Parents are encouraged to settle their children gradually into their new learning environment so that they feel safe before their parents leave. Parents are also able to share their views and be part of the management committee. Deployment of resources is effective as staff provide a broad range of interesting activities and outings that promote all areas of learning. Children have direct access to the outdoor play area that is partly covered. This enables them to participate in free-flow indoor and outside play in all weather. The learning environment is well-organised with wall displays that show children's creative work. This creates a welcoming environment and sense of belonging for all

children. Staff work cooperatively and show high regard to maintaining good levels of supervision. As a result, children are well supported during play.

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

Staff show high regard to maintaining good food hygiene standards during meal times. They show an awareness of children's individual dietary needs and offer healthy snacks that promote children's healthy eating habits. Older children show an awareness of their own health as they recognise changes in their bodies during physical play. For example, they talk about how they are 'puffed out' and need a drink. Children are able to adopt healthy lifestyles as they engage in frequent outdoor activities. They run around in the large outside play area and use a variety of challenging equipment aimed at developing their physical skills. They also develop their physical control as they use the indoor soft play equipment.

Good systems are in place to track children's progress through the use of observations and assessments completed by staff. They use this information to inform future planning for the needs of individuals and groups of children. However, the methods of planning show the activity and learning intention but do not show clear links to the areas of learning. This can make it difficult to monitor that all areas of the curriculum are being covered consistently.

Children are provided with a good balance of learning opportunities including time for adult-led activities and group times, free play and outings. Staff offer high levels of support to children during play. They follow children's interests well and extend their learning. They talk to children about the activities and ask questions that make them think. Children are well-behaved and follow the daily routines well. They join in with group activities with enthusiasm and play cooperatively. They show good relationships with each other and staff. For example, they freely engage in conversations, enjoy lots of hugs from staff and play harmoniously. This emotionally secure environment enables children to feel safe. In addition, children are supported by a key person, enabling them to build a strong attachment. Younger children are able to select resources that are stored at low level, whereas older children select toys, games and books from higher cupboards. This promotes safety as it ensures that younger children do not access any resources that are not suitable for them to use. Children show a positive contribution as they respond appropriately to expectations of their behaviour. For example, they take responsibility for resources as they put them away and line up cooperatively in pairs before they go outside.

Children have good opportunities to enjoy, achieve and develop their skills for the future. They are keen and interested to learn and use resources purposefully. They enjoy being creative while using a range of paint, collage and malleable materials. They play imaginatively in the home corner as they imitate adults. They use play food and some real food, such as pasta, and cut up fresh fruit with support of staff.

Children's language skills are enhanced as they join in lots of conversations with each other and staff. They are confident speakers and use language to express real and imagined experiences. In addition, they enjoy singing familiar songs and join in enthusiastically with the actions. Children develop their awareness of sound and rhythm as they sing and dance. They also sing songs that help them develop their awareness of number. Children are able to count accurately in excess of ten. They show an awareness of weight and measure while playing in the sand as they discuss how many pebbles they can fit in their pots and how heavy they are. They develop their problem solving skills as they use a range of puzzles and construction toys effectively. Children develop their awareness of nature as they use the sensory garden of the Children's Centre. They develop their awareness of technology through the use of operational toys and equipment. Children make purposeful marks and older children draw representational pictures of people and write clearly formed letters of their names. Children are happy and make good use of their learning environment. As a result, they are making good progress towards the early learning goals.

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