

# Springboard Pre-School

Inspection report for early years provision

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**Inspection date** 11/10/2011  
**Inspector** Barbara Stanley

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**Type of setting** Childcare - Non-Domestic

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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 Pre-School is run by Springboard Pre-School Management Group. It registered in 1975 and operates from Springfield Park Baptist Church Hall, which is on the outskirts of Chelmsford. The setting is situated in a large, multi-use church hall with an outdoor area consisting of a grassed and a paved area. The premises are accessible to all, including a ramp to the entrance, a wide gate, an accessible toilet and access to all areas within the pre-school.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 34 children may attend at any one time and there are currently 34 children on roll. The pre-school is open weekdays from 9.15am until 12.15pm during term time only. Children have the option of staying for a packed lunch and an afternoon session on a Tuesday. They also open on a Monday afternoon from 12.15pm to 3.15pm in the Easter term.

The pre-school employs eight staff, five of whom hold appropriate early years qualifications. One member of staff holds Early Years Professional Status and another has a foundation degree in early years childcare and education. The setting has links with some outside agencies, the health visitor and the local school. They are members of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children make good progress in their learning and development. Staff effectively implement the principles of the Early Years Foundation Stage where children's individual needs and interests are identified. They use this information to support the children to make good progress towards the early learning goals. Strong links with the parents and wider community help to create challenging and enjoyable learning experiences. Through self-evaluation the setting has a clear understanding of their strengths and weaknesses. They are able to identify where they need to develop, which promotes the development of the setting as a whole and supports better outcomes for children.

## What steps need to be taken to improve provision further?

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

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, with specific regard to children with special educational needs and/or disabilities.

## **The effectiveness of leadership and management of the early years provision**

All staff are appropriately vetted and are safe and suitable to work with children. They are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about a child in their care. This ensures all children are safeguarded and well protected within the setting. The children move freely around the provision as staff ensure all areas are safe due to the effective risk assessments and daily checks in place.

Through self-reflection and looking at their challenges and dilemmas, the setting continually looks for ways to improve their provision and outcomes for children. This is demonstrated by the fact that they had previously targeted partnerships as an area for development, which has become strength of the setting. The impact of this on the children, including those who speak English as an additional language and those with special educational needs and/or disabilities, has been positive. The staff are sensitive to children who have special educational needs and/or disabilities and have previously adapted their environment and activities to accommodate all children. They seek out knowledge to offer the best possible support to children with specific needs to enable them to achieve in all areas of learning and development, however, the records reflecting what they are doing are weak.

Partnerships with parents is successful as they join in on the forest school visits, participate in the library project and complete details of their children's achievements and interests on a regular basis. This enables the practitioners to offer activities based on the children's individual interests and so increase their engagement in the learning environment and their progress towards the early learning goals. Partnerships with the local school are innovative, with the children in reception receiving a letter asking them how they are settling in to their new school and inviting them to return to the setting to share their favourite books and feelings about being in 'big school'. Both this and the visits by the local primary headteacher, who reads to the children, creates an easier transition into reception class when the time comes. The setting actively engages with other provisions and professionals in order to strengthen their knowledge and allow them to tailor their provision to meet the needs of the children in their care. For example, they regularly meet with other provisions to discuss areas of the curriculum and link with other practitioners for various training.

Staff are knowledgeable about the Early Years Foundation Stage and use this knowledge to support the children in their learning. They attend relevant training to support their professional development, which impacts on the quality of the activities on offer and on the outcomes for the children.

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

Children are able to enjoy and achieve in this setting as the staff are well organised, competent and supportive. Routines are in place which the children are familiar and comfortable with. The environment is made safe and children are aware of where and what they can do, which allows them the freedom to move around and choose activities and resources to enhance their play. The children make good progress towards the early learning goals because the staff establish their starting points and continually observe and assess what the children have achieved and what their next steps are. They maintain records of most of the children's progress, which supports them to plan relevant and stimulating activities for the children to engage in.

The children mix easily with their peers and show appreciation of each other's work. For example, when they see the scarecrow other children have made. The children's visits to the forest school encourage them to appreciate the world around them, and staff comment how it has enabled them to solve problems more readily. Children transfer their knowledge from the forest school to the setting. This is observed when the children use leaves and branches to make homes for the small world animals. The children have many opportunities to develop their fine motor skills through cutting, gluing, drawing and writing letters. One group of children are encouraged to understand the wider world through role play, and they take food they will collect during the harvest festival to people in need in another country. The children have the opportunity to work with larger natural resources collected during their forest school trips, which often requires cooperation and turn taking.

Staff are well deployed, intervening and supporting children's play. Adult strengths and interests are taken into account when planning activities. This gives the children the highest level of enthusiasm in each area of the curriculum to further motivate their engagement and achievements. The children are encouraged to be healthy by ensuring they wash their hands before eating and after working in the garden. They learn to choose healthy foods as they grow, harvest and prepare some of their own fruit and vegetables. They are developing their physical skills by having space to run and climb and manoeuvre large equipment in the garden. The children behave really well in the setting as the staff are consistent in implementing their behaviour policy.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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