

# Coumes Spring Children's Centre

Inspection report for early years provision

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**Unique reference number**

403682

**Inspection date**

28/03/2012

**Inspector**

Jackie Phillips

**Setting address**

Coumes Spring Children's Centre, Naylor Road,  
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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**

Coumes Spring Children's Centre, a privately owned and managed full day care provision, was registered in 1996. It serves families from the local area and children who attend Oughtibridge Primary School, Sheffield. The holiday play scheme is open to children from all schools. The centre operates from a detached single storey building within the grounds of the school. There is direct access to enclosed outdoor play spaces.

The centre is registered to provide care for a maximum of 34 children under the age of eight years. Of these, no more than 32 children may be in the early years age group, including six children under the age of two years. Currently there are 94 children on roll. Of these, 60 are within the early years age range. Children who have English as an additional language and those with special educational needs and/or disabilities are welcomed and supported. The centre provides a combination of full day care, sessional and holiday play care each day between the hours of 8am until 6pm, and before and after school care from 8am until 9am and 3.15pm until 6pm. Sessions are available throughout the year, except for bank holidays and the period between Christmas and New Year. There are 13 staff who work directly with the children. The majority hold recognised early years qualifications and a member of the management team holds a degree. The centre is a member of the National Day Nursery Association and the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning. This is based on staff having a secure knowledge and understanding of each child's background and needs. All children are provided with a rich and varied range of interesting learning opportunities. They are kept very safe and secure and in the main are successfully involved in effective health and hygiene routines. Staff truly appreciate the benefits of partnership working, recognising the positive impact towards children's achievements and well-being. Those in charge use a varied range of effective systems to evaluate and reflect on their practice which fully supports continued improvement of the provision.

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

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

- promote further opportunities for children to see their home language within the environment
- ensure staff promote children's good health consistently.

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

The setting is very secure and there is a comprehensive range of clear procedures and strategies in place to ensure children's welfare, well-being and protection. For example, staff check with parents details of any accidents and injuries children sustain away from the setting. Staff access appropriate first aid and safeguarding training and have been checked to ensure their suitability to work with children. They know the action to take if they have any concerns about a child's welfare or well-being. There are good risk assessment systems in place which include frequent checks of areas that children use.

Staff provide an extremely well resourced, inclusive and welcoming setting. Interesting pictures, photographs and attractive wall displays contribute effectively towards making the environment vibrant and conducive to learning. Soft furnishings, resources and equipment are skilfully arranged and organised to create focused areas for learning and cosy places for babies and children to rest and relax. The outdoor areas are effectively organised to have a positive impact on children's well-being and support all aspects of their development. They provide safe and interesting areas to offer children the freedom to explore, use their senses, be physically active, investigative and exuberant. Children transfer between areas confidently and the stimulating variety of activities provided outside match those on offer indoors.

On-going observational based assessment of children's progress is an integral part of the learning and development process. Staff make systematic recordings of what they know and find out about each child's achievements, interests and learning styles. They use this information expertly to guide their planning. They place high significance on involving parents through on-going dialogue and welcome their comments, either verbal or written, towards the assessment process. Partnership working within the wider context is good making a strong contribution towards children's achievements and well-being, particularly to ensure individual children receive the support they need to make good progress.

Staff seek the opinions of different groups of people as part of their evaluation of the overall effectiveness of the setting. For example, they work conscientiously alongside other professionals and providers and seek the views of parents and children. They are responsive to change and adapt to ensure improvements are well chosen so that impact is evident where it is needed. Recommendations raised at the last inspection have been addressed well, successfully influencing improved ways of planning, keeping parents informed and developing children's independence. Staff have high aspirations for the future.

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

Children are settled, happy and content within their environment. They move around confidently and are very familiar with the routine. They know where to find

toys and resources they need. This shows they feel safe and secure within their surroundings. Children learn about keeping themselves safe and healthy. For example, they use resources which help them understand about road safety, such as pretend traffic lights and road signs. They understand the link between germs and the reasoning behind why they wash their hands. Staff provide reminders about hand washing particularly during cooking activities when children are tempted to lick chocolate off their fingers. However, staff do not always help children learn effective, hygienic procedures when noses are wiped or when children help themselves to pieces of freshly sliced fruit from a communal plate.

Walks and outings to places of interest within the area help children become familiar with their local community and the society in which they live. Visitors are invited to the setting to share their experiences and the skills and talents of parents are drawn upon to enhance children's learning. A variety of events and festivals are celebrated throughout the year to raise children's awareness of the different faiths and beliefs of others, for example, Easter, Chinese New Year and Diwali. Positive images are displayed around the setting but the print rich environment does not consistently reflect the home language used by some of the children. There are good opportunities for children to observe at close hand a varied range of small animals, for instance, the tadpoles and giant snails and the neighbour's chickens, ducks, doves and fish.

High emphasis is placed on encouraging children to be effective communicators and problem solvers. They have good access to a variety of books including those for fact finding, for example recipe books and those that children use to assess the size, shape and life cycle of tadpoles. Children get involved in a broad selection of stories, songs and rhymes. Some stories make links with vegetables children grow and harvest from the garden, such as 'Jack and the Beanstalk'. They use equipment such as programmable resources, magnets, walkie talkies and timers that raise their awareness of technology and science. Each child has the opportunity to take home 'Fantastic Ted' the bear and talk about the experiences they share at home within their family setting. Children demonstrate they can listen well, respond to instruction, share and take turns. They are busy, well occupied and actively engaged in their learning. As such, their behaviour is exemplary.

## 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	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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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