

Springwood Preschool & Nursery

The Scout Hut, Jubilee Park, Milton Road, WATERLOOVILLE, Hampshire, PO7 6AW

Inspection date

24/09/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children's language development is given a high priority with some confident and skilled staff members who support children's understanding of phonics enabling children with language delay to make good progress.
- Children are able to risk assess for themselves and use real tools for different jobs supporting their skills for the future.
- The environment is relaxed, yet stimulating where children are able to make independent choices. The outside learning environment provides good stimulation and challenge for all children.
- The systems of sharing information with parents about their children's development and ideas for learning at home promote collaborative working with all parents.

It is not yet outstanding because

- Children have less opportunity to mark make and practice early writing skills throughout all areas of their play

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the different areas of the setting including the outside learning environment
- The inspector held meetings with the manager, SENCO and key persons
- The inspector looked at children's records of assessment and discussed individual planning for children with key persons
- The inspector checked evidence of suitability and qualifications of staff working with children, the setting's self-evaluation and all other documentation
- The inspector took account of the views of parents spoken to on the day

Inspector

Kerry Iden

Full Report

Information about the setting

Springwood Pre-school and nursery re-registered under new ownership in 2012, although it has operated for over five years within the community. It operates from the Scout Hut, Waterlooville in Hampshire where children have access to one large hall, divided to provide a separate area for babies and secure outside area.

The setting is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. They are open from 8am to 6pm 51 weeks of the year. There are currently 35 children on roll. The setting provides funded early education for two-, three- and four-year-old children. They support children with special educational needs and/or disabilities and those who learn English as an additional language.

The manager and six members of staff are employed to work directly with the children. All of whom, hold or are working towards level 3 qualifications in childcare and education.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide a range of opportunities to enable children to make marks and experiment with writing, for example, leaving a message or in role-play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enter the setting confidently and separate quickly from their parents. They are engaged throughout the day and most concentrate on their chosen activity for extended periods. They have good relationships with their peers and time spent in their key groups enables them to continue to build on these relationships. Babies settle as their key persons follow familiar routines after discussion with parents. They are developing well in their confidence as they try new experiences with the reassurance of familiar adults nearby. Children demonstrate they are very capable and independent. They dress appropriately in wet weather clothes to go outside, make their own decisions about their play, and follow good personal hygiene routines well. Their physical skills are developing well as they manoeuvre over different levels both inside and out which supports their balance and coordination. Children learn real life skills, as they are able to use real tools for the task in hand, which also supports their smaller physical skills. For example, tools in the tool shed in the garden offer children interesting and challenging resources as they learn the different jobs the tools are for. Similarly, in role-play children access china cups, plates and serving dishes and whilst they learn about big and small in the different sizes of plates, they are also learning how they need to look after such resources.

Children's language and communication is very well supported. Staff members show a commitment to developing the speech and language skills of all children. Staff promote children's awareness of phonics through routines and play. The use of puppets and visual aids based on children's interests encourage children to explore sounds and letters

enabling them to develop their skills. The environment is also rich in print. The wide selection of accessible books compliments additional signage and timelines around the setting, which enables children to understand that print has meaning. Children are able to make marks themselves and express themselves creatively in the messy area. However, there are fewer opportunities for making marks and 'writing' for a purpose in other areas of play. Children's creative ideas are implemented well through child led activities, for example as they explore different ways to build rockets from recyclable materials. Babies also enjoy the opportunity to explore creatively. They use different senses in a variety of experiences. Treasure baskets offer a stimulating selection of materials, whilst play with cooked pasta or jelly explores different senses including taste.

Numbers and colours are used by adults throughout the day in play and routines to encourage children's learning. Children are also skilled at exploring numbers themselves. For example, during role-play, children sort and order different resources, which includes dividing real fruit, between themselves. Older children make sure everyone has three pieces of fruit on their plate while others are keen to inform children what their fruit items are. Through resources and activities, children learn to value others and understand differences. Through games and songs, they know they need to take turns and listen to others. Resources including wheelchairs, books and role play equipment enable children to begin to understand the lives of others.

The staff team are adapting well to the changes of the Early Years Foundation Stage. They are implementing new systems in order to monitor their key children's progress and support areas of development. They are also implementing new skills learnt in their specialised areas to support children, particularly those with speech and language delay. They are interested in children's play and support their learning by joining in with their play. Open ended questions and extension of activities enables children to make good progress. Key persons have a good understanding of their key children enabling them to support identified areas of development. Through regular exchange, both verbal and through sharing written observations and assessments, parents are kept up to date with their children's progress. Ideas and resources such as items for treasure baskets are shared with parents to enable them to continue children's learning at home.

The contribution of the early years provision to the well-being of children

Children and babies are able to settle into the provision at a pace that suits each family. Key persons work with individual families to understand any established routines, which help them get to know their key children. Well-organised time through the day for key groups strengthens the relationships between children and their familiar adults who demonstrate a very good understanding of the children's needs and development. Children show kindness to one another, some pour drinks and collect items for others. Children are fully engaged in their chosen activities through the day that their behaviour remains very good. They understand simple rules used such as 'walking legs' and 'kind hands'. Effective visual prompts help children learn to take turns on popular equipment. Additionally they can use sand timers to help them know how long they have to wait for their turn.

Children feel and are safe within the provision. They are able to move freely around different areas and babies have time in their outside space to enjoy outdoor play. Children are actively encouraged to complete risk assessments themselves. They understand how to use tools safely such as the knives for cutting fruit, as well as gardening tools. They discuss the importance of safety during play. For example, some children add seat belts to their rockets and explain to staff members why they need them. They are developing a good understanding of keeping themselves healthy. Staff members use snack and meal times to discuss the importance of healthy food. Children have a very good understanding of following appropriate hygiene routines. Most are independent in hand washing and using the hand gel if they need to when they are at the table. Original initiatives such as the 'runny nose station' continue to support children's independence in their personal care. Staff members offer themselves as positive role models also following good hygiene routines as they meet babies and children's care needs.

The environment is stimulating, welcoming and well resourced. The outside learning environment is also effectively used to support children's all round development as they build and construct, develop coordination and balance, explore and investigate using a wide variety of resources. The wooded area enables children to coordinate on uneven ground, build obstacle courses with different resources such as tyres and planks of wood or study nature. Children are well prepared for the next stage in their learning because key persons build on children's independence and confidence. As children prepare to move onto school activities and discussions help them to feel confident about moving on.

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

The provider and her whole staff team have been working collaboratively to embrace the changes of the Early Years Foundation Stage. They have established systems to support them in reporting on children's progress and development. Key persons have a very good understanding of their key children's areas for development and the provider works with each staff member to monitor the planning for different children. Responsibilities are shared amongst the capable staff team to enable staff members to specialise in different areas. The setting are also working with other outside agencies to monitor the opportunities and experiences offered to children to ensure there is a broad and stimulating range.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by leaders and are fully met. Children are able to play in a secure environment where risks are identified, recorded and action taken when necessary. Risks are shared with children to help them understand, for example, when some localised flooding prevented an area of the garden being used.

There are effective systems for recruitment and vetting of new staff to ensure their suitability to work with children. Children are safeguarded because all staff have an understanding of child protection procedures. Staff undertake training in this area and the manager is the designated person and takes overall responsibility. Staff are suitably

qualified and effective systems for performance management, supports all staff members to improve their knowledge, understanding and practice.

The staff work effectively as a team and the new systems to organise the deployment of staff is proving effective in the smooth running of the provision. Self-evaluation in all aspects of the provision is strong and takes account of the views of all staff, parents and children. Parents are encouraged to make important decisions about the setting, such as the introduction of the hot meals menu and their ideas for meals to go on the menu. In addition to the action plans formed by the staff team, the manager is also keen to gain feedback from external agencies. They work on prioritising and implementing suggested changes within the provision.

The setting have very strong partnerships with the parents and are extending these to others involved in the care of the children. Strong communication with parents keep them regularly informed about their child's development and changes within the provision. Information is shared between key persons where children attend different settings and links are becoming stronger with local schools to help children's transition go smoothly. The setting's special educational needs coordinator works collaboratively with parents and any outside agencies to ensure children get the support their need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445385
Local authority	Hampshire
Inspection number	785128
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	35
Name of provider	Rachael Louise Carr
Date of previous inspection	Not applicable
Telephone number	07889 980 712

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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