

Springwood Nursery & Link Club

50 Chapel Road, Penketh, Warrington, WA5 2NU

Inspection date

Previous inspection date

23/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff provide practical experiences that encourage children to ask and respond to questions. They regularly listen to and skilfully question children during activities.
- Partnership with parents are strong, there is a good two-way exchange of information and this ensures consistency between home and nursery.
- Recent changes within the management structure have brought about a positive ethos. The manager and team have adopted an enthusiastic approach to their roles and have begun to identify areas of improvement and further development.

It is not yet good because

- Systems for observations, assessment and planning are in place, however, there is a lack of consistency across the staff team and the children's starting points are not always recorded, which means that their learning is not always targeted well.
- There are missed opportunities in the educational programme, as the staff do not always provide sufficient differentiation in the activities they set to help children make the best progress.
- There are missed opportunities during the sessions to provide sufficient challenge for all children as resources, space and equipment are not always used to their full potential.

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 all the rooms and outside play areas.
- The inspector and manager carried out joint observations.
- The inspector took account of their views of parents spoken to on the day.
- The inspector met with the manager of the setting, as well as engaging in discussions throughout the inspection.
- The inspector looked at and discussed children's assessment records and planning documentation with staff.

Inspector

Andrea McGanity

Full Report

Information about the setting

Springwood Nursery and Link Club has been registered under the present arrangements since 2007. They became a Limited Company in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Penketh area of Warrington and is privately owned. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for

outdoor play.

The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at Level 2, 3 and 4. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children attending, who are within this age group. The nursery provides funded early education for three-and four-year-old children. The setting also offers an out of school and holiday club provision for children aged four to 11 years. It supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review and extend current systems for the observation and assessment of children, in order to ensure that a precise understanding of what children can do when they start the nursery and what they do next
- strengthen the educational programme to ensure that children are provided with sufficient differentiation during activities to help all of them make best progress
- ensure planned activities are consistently effective, so that it provides sufficient challenge for children and makes full use of the space, resources and equipment available.

Inspection judgements

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

Children are keen to attend the nursery, settle well and move around confidently while exploring and investigating their environment. The manager and staff have a secure understanding of the Early Years Foundation Stage and the seven areas of learning. Staff collect details about children's starting points from parents, such as their likes, dislikes, as well as the use of key words in their home languages. However, these are not consistent for all children and lack some of the necessary detail. As a result, on occasions, the activities planned do not always effectively build on what the children already know in their learning or offer sufficient differentiation to ensure that they are suitably challenged.

Staff make regular observations on all children and support these with examples of their

work when completing their learning journeys. They know their key children sufficiently and use their recollection of their interests and abilities to support them during their play. Staff produce written observations of children's activities to assess their progress towards the early learning goals but do not fully analyse the next steps for the younger children. As a result, children's progress is not fully tracked to plan a good range of challenging and purposeful play and learning opportunities that meet their individual needs.

Children are confident communicators using both verbal and non-verbal forms of communication to express themselves. Staff provide ongoing commentary about what they are doing, which encourages children to extend their vocabulary and understand the meaning of words. Staff sit with children extending their language skills. Children choose to listen to stories with staff, showing good concentration. They ask questions about the story and often join in on familiar parts. Opportunities to make marks are available daily both indoors and outside. For example, children enjoy writing and drawing pictures using a range of materials, including pens, pencils, and crayons. Outside, they make marks with the water and paint brushes on the wall. Children create pictures using paint and print out shapes onto the paper from the objects provided. They talk about the colours and names of shapes. As a result, children's emerging mathematical languages skills are developing well.

The organisation of each session and the presentation of toys and resources enable children to make some independent choices of what they would like to play with and how they spend their time. For example, the older children gather the dolls together and decide what clothes they are going to dress them in and how many blankets they may need. Younger children play with balls, rolling or posting them inside a box, developing their fine motor skills and concentration. Some consideration is made to the planning of the environment and staff ensure that children have opportunities to access toys and resources across all areas of learning. However, the space, equipment and resources are not always used to their full advantage and there are missed opportunities to allow children to initiate their own activities. As a result, children are not always sufficiently challenged to match their individual needs.

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

Children display a sense of belonging and security within the setting. A key person system is in place to support children to build relationships with their special member of staff, in order to promote their emotional well-being. Younger children indicate their needs by crying when tired or uncomfortable and smiling when happy. Children are learning to stay safe by being encouraged to sit on their chairs properly and to hold the hand rail when walking up the stairs. Children behave well because staff are consistent in the management of behaviour. Also children understand what is expected of them. Older children show their understanding of routines. They help in tidying up as one of the first steps in learning to take some responsibility is in maintaining a safe play and learning environment.

Records, policies and procedures are firmly in place to support children's health and well-

being. Fresh, healthy and nutritious meals that take account of children's individual dietary needs are served. Mealtimes are calm and enjoyable occasions. Staff support younger children as they encourage them to hold their own forks or spoons, in order to develop their emerging self-help skills and they are at hand to support, as necessary. Older children learn to serve their own meals from dishes on the table, pour their own water and begin to use cutlery, in order to promote their self-help and independence skills. Children enjoy outdoor play, gaining fresh air and exercise. They build with the crates and balance along them, they splash in the tubs of water or enjoy pouring water from one container to another. They dig in the soil area or play with the animals in the sand. As a result, children's physical skills are being developed.

Staff encourage local schools to visit and share information, to make transitions easier for children starting school. Appropriate systems are in place to share information to ensure a consistent experience for those children attending more than one setting.

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

Staff have a suitable understanding of safeguarding issues. They demonstrate clearly the steps they would take if they have any concerns. Appropriate procedures are in place to protect children. For example, there is a restriction on the use of mobile phones and cameras within the nursery for both staff and parents. Areas used by the children undergo a risk assessment and preventative measures are put in place, so that they have a safe and suitable environment to play and learn.

The leadership and management team takes suitable steps to promote staff's professional development. They carry out regular staff appraisals that include identifying any training needs. Staff are encouraged to attend further training to improve their knowledge and skills, so that they can support children's learning more effectively. The processes of observation and planning are in place and staff have begun to implement them. However, there are inconsistencies in the younger children's learning journeys. However, staff demonstrate verbally that they know children well, including their likes and interests. They use this information to support children in all areas of their learning by providing activities that link to their individual needs.

Partnerships with parents are strong. Effective two-way information ensures that staff are aware of children's needs and parents and carers are kept well informed about their child's achievement, well-being and development. Communication is through regular face to face contact, written information and parents' evenings, where they get the opportunity to find out what their child does. Daily diaries are used for the younger children, to help maintain an effective home-nursery link. This provides reassurance and actively involves parents in the care of their children. Parents provide feedback on their satisfaction and positive comments about the ways in which they are kept informed of the recent changes of staff and the how well their children have settled into the nursery. Managers and staff have begun to forge positive relationships with other providers and professionals.

Recent changes of managements at the nursery have begun to have a positive impact as strengths and areas for improvement have been clearly identified. An internal audit of the different areas of the nursery has begun and they have started to make improvements. For example, they have created an inside gym area and a sensory area for the younger children. Consequently, the capacity for improvement is positive.

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	EY448400
Local authority	Warrington
Inspection number	887769
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	78
Name of provider	Springwood Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01925 722080

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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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