

# Spinney Hill Primary School and Community Centre Playgroup

Spinney Hill Primary School, Ventnor Street, Leicester, Leicestershire, LE5 5EZ

<b>Inspection date</b>	12/11/2012
Previous inspection date	27/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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

- The children behave well and have formed positive relationships with each other and staff.
- Children's independence is appropriately promoted and they are given opportunities to develop this consistently through everyday routines.
- Children's individual needs are met and children with English as an additional language are well supported in using their home language and developing English through activities and everyday routines.

### It is not yet good because

- Observations and assessments of individual children's learning lack the detail needed to enable all staff to have a precise understanding of what children can do and need to learn next. Planning is not implemented consistently in order to ensure sufficient challenge for some children.
- Systems for effective performance management and the ongoing professional development of practitioners have not yet been fully implemented.
- Self-evaluation is not sufficiently robust. It does not routinely take account of the views of staff, parents and children and lacks rigour in identifying all weaknesses and highlighting priorities for improvement.

## **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 main group room and outdoor play area and spoke with the staff at appropriate times during the inspection.
- The inspector met with the manager and registered person.  
The inspector looked at children's 'Learning Journeys', planning documentation,
- evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector also took account of the views of parents and carers spoken to on the day.

## **Inspector**

Claire Jenner

## **Full Report**

### **Information about the setting**

Spinney Hill Primary School and Community Centre Playgroup was registered in 1995 and is one of a number of groups managed by Leicester City Council Children and Young Peoples Services. It operates from Spinney Hill Primary School on the east side of the city

of Leicester and serves the local area. The playgroup is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 8.45am until 11.45am. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 15 children attending who are within the early years age range. The playgroup provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at Level 3 and 4. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- implement regular staff appraisals and robust performance management systems in order to identify any training needs and secure opportunities for the continued professional development of staff
- ensure effective systems for the observation, assessment and planning for individual children is consistently implemented to ensure that children receive a depth and breadth of challenging play opportunities across all areas of learning.

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

- extend systems for self-evaluation and reflective practice so that they include the views of staff, children and their parents and provide an accurate assessment of strengths and weaknesses that are used to drive improvements to both practice and children's achievements over time
- review and monitor the deployment of staff and the use of resources to ensure that they are consistently used to best effect in supporting children's learning needs
- review current policies and procedures to ensure that they contain all of the necessary detail in line with current requirements and guidance.

## Inspection judgements

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

Children are cared for in a safe and secure environment and staff welcome all children and their parents into the setting. Children have access to a sufficient range of activities and resources that, generally, captures their interest and holds their attention. Consequently, they enjoy their time at the setting. Staff are developing a sound understanding of the Statutory Framework for the Early Years Foundation Stage and the seven areas of learning. Systems are in place to observe, check and record children's progress and staff maintain individual 'Learning Journeys' on each of their key children. However, these are not consistent and some contain insufficient detail in order for staff to plan an effective range of challenging and purposeful play and learning opportunities that will meet individual children's learning needs. One example of this was the very structured presentation and planning of a physical activity outdoors which resulted in there being limited opportunities for the extension of children's learning, which resulted in insufficient challenge for some.

Children are appropriately supported in developing their communication and language skills. Practitioners are confident in extending children's vocabulary in both English and their home language and talk enthusiastically with them throughout activities and everyday routines. This helps to prepare them for their future learning and the transition into school. Mark making equipment is readily available and is presented in different ways in order to capture children's interests. For example, children enjoy writing and drawing pictures using a range of materials, including pens and crayons but also make marks with their fingers in trays of coloured sand. Children have good access to a broad range of books, some of which depict different languages. Children can access these independently from the book corner and they participate in group story times on a regular basis.

The organisation of each session and the presentation of toys and resources enables children to make some independent choices of what they would like to play with and how they spend their time. Children benefit from daily opportunities to access fresh air in the school grounds. Access to this area is restricted by some environmental factors. However, staff do not always consider how planning and resources could be used to their best advantage in order to overcome some of these issues and so provide a less structured feel to the daily routines. Aspects of children's understanding of the world are appropriately fostered as they have opportunities to consider their local community and to use technology. For example, a child confidently approaches the technology area and switches on the computer before skilfully using the mouse to select and complete his chosen game. Children enjoy independent access to some creative resources where they can design and make their own pictures. One child carefully makes marks on her paper before tackling the sticky tape dispenser. After some perseverance, she cuts a number of small pieces which she proudly adds to her picture before sharing it with staff.

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

Staff promote a calm and caring atmosphere where children develop positive relationships with adults and their peers. The warm and welcoming approach of staff has helped children to settle quickly and to feel safe and secure. An established key person system encourages children to form strong bonds with staff and also helps parents to feel confident in approaching and sharing information with a familiar person. Children's self-esteem and confidence are promoted because there is an emphasis placed on celebrating children's achievements and positive behaviour. For example, at carpet time children are eager to volunteer to stand up and sing their favourite song. A positive example of this was a child's independent and confident rendition of 'Twinkle, Twinkle little Star', which was then enthusiastically acknowledged by both staff and children.

Realistic rules and the consistent management of unwanted behaviour means that children understand what is expected of them. For example, taking it in turns with toys and equipment and being nice to each other. Children's personal, social and emotional development are appropriately supported as they have opportunities to develop self-care skills, such as going to the toilet independently and putting on their coats by themselves before they play outside. Snack time is a social occasion where staff and children sit together to chat and share recent experiences. Children are encouraged to implement healthy practices, for example, washing their hands before eating and making healthy choices at snack time. Staff are aware of children's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are appropriately maintained.

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

Staff have a satisfactory understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures are in place and systems to ensure the safe recruitment of suitable and qualified adults are implemented. However, ongoing strategies for the performance management of staff are less robust and, consequently, under performance is not always effectively addressed. In addition, the programme for the professional development of staff is not yet fully established; limiting opportunities for practitioners to improve their knowledge, understanding and practice. As a result, there are some inconsistencies in the provision with regard to effective teaching. The setting has a range of established policies and procedures in place in order to support and underpin practice. However, robust systems to ensure that these are reviewed and updated appropriately are not in place. Consequently, some are variable in quality and do not always fully reflect practice within the setting.

Partnerships with parents are strong and they feed back their satisfaction and positive comments about their child's time at the setting and the service they receive. Parents are provided with a range of information, including access to the setting's policies and

procedures. In addition, staff talk to parents about what children have been doing each session and invite them to join in with practical workshops, where they can see things in practice. Staff are aware of the necessity to forge positive relationships with other providers and professionals in order support children. For example, links with the local school help to aid children's transition from pre-school to school.

The capacity for improvement is positive. Recent changes in leadership have begun to have a positive impact. Some strengths and areas for improvement have been identified and a strategy for ensuring self-evaluation is more effective has been considered. In addition, plans for encouraging all staff, parents and children to feed into this have also been highlighted. However, these identified changes have not yet been fully implemented and there is more to do to ensure that monitoring, reviewing and self-evaluation is effective in raising quality.

### 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

<b>Unique reference number</b>	226885
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	886355
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Leicester City Council
<b>Date of previous inspection</b>	27/04/2009
<b>Telephone number</b>	0116 2734836

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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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