

# Springbourne Community Pre-School

Springbourne Family Centre, 83 Walpole Road, BOURNEMOUTH, BH1 4HB

## Inspection date

02/07/2013

Previous inspection date

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

- Children are building secure relationships with adults and others. Staff offer individual attention and reassurance, which helps children feel settled and secure.
- Staff use effective strategies, and provide consistent messages to help children learn about what is acceptable behaviour. As a result, children show a developing understanding of the boundaries and routines.
- Staff have a clear understanding of safeguarding procedures and their individual roles and responsibilities, helping to keep children safe.

### It is not yet good because

- Information gathered about children's stages of development is not used effectively to plan challenging and stimulating play experiences for children.
- Children, who learn English as an additional language do not have many opportunities to hear, see or use their home language in the setting.
- Staff do not organise the play space and equipment to ensure there is always sufficient resources to support children's active learning, for example, in the creative play areas.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and on an outing to the near-by garden.
  - The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
  - The inspector completed a joint observation with the manager.
  - The inspector spoke to staff, the manager and the nominated person.
- The inspector took account of the views of parents and carers spoken to on the day
- of the inspection and of the systems used by the pre-school staff to evaluate the provision.

## Inspector

Dinah Round

## Full Report

### Information about the setting

The Springbourne Community Pre-school is run by a registered charity and registered in 2012. It operates from Springbourne Family Centre, in Boscombe, Dorset. The pre-school uses a large hall on the ground floor and an additional room upstairs for meals, cooking and some craft activities. Children have access to an enclosed outside play area nearby for outdoor play activities. The pre-school operates on Mondays and Fridays from 9am until 3pm and on Tuesday from 9am until 12 noon, term time only. The pre-school receives funding for free early education for children aged two, three and four years. The pre-school supports children who have special educational needs and/or disabilities and those who learn English as an additional language. There are currently 14 children on roll. A team of four staff work with the children, of these, three hold relevant early years qualifications, and one member of staff is currently on a training programme. The pre-school manager has Early Years Professional Status.

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

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

- use the information gathered about children's individual needs and stages of development, to plan motivating and challenging learning experiences for each child that support them in moving onto the next steps in their learning and development.

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

- increase opportunities for children who learn English as an additional language to hear, see, and use their home language at the nursery
- review the organisation and use of play space and resources, to promote children's independence and maximise their enjoyment and learning experiences

### Inspection judgements

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

Children enjoy coming to pre-school and generally settle quickly. Staff interact with the children in a friendly and caring manner, providing reassurance and support for less confident children to help them settle. Children take part in a reasonable range of

activities and play opportunities that generally keep them sufficiently occupied. Staff have a clear understanding of the Statutory Framework of the Early Years Foundation Stage learning and development requirements. Flexible planning provides children with suitable play activities and experiences. Children are making satisfactory progress in their learning and development in relation to their starting points. Appropriate systems of observation and assessment are in place to help staff monitor children's progress and achievements. However, staff do not use the information effectively to plan play activities and experiences that challenge children. For example, a planned activity to make ice-lollies is very adult-led, with little introduction of mathematical language and use of questioning to extend children's learning. This does not help children to move onto the next steps in their learning. Staff are yet to implement the progress check at age two, but through discussion show a clear understanding of the requirement.

Children show growing independence as they wash their hands before snack time and put on their shoes to go outside. Staff offer sensitive support and encouragement so children learn to do things for themselves. Children enjoy joining in with the songs and rhymes, and move their bodies to wiggle and jump to the 'wake and shake' song. This helps introduce children to rhyme and rhythm. All children are included in the daily 'welcome song', which helps them to develop a sense of belonging. Staff get involved in children's play, promoting conversation and making use of puppets to develop children's communication skills appropriately. Children who learn English as an additional language are encouraged to communicate through use of simple visual aids, which helps children to become increasingly confident in using English language. However, staff do not always use strategies which actively encourage children to communicate using their home language. Signs and labels displayed around the pre-school do not reflect the children's differing home languages to further value diversity. Children have fun as they run freely in the outdoor play space and join in games of 'What time is it Mr Wolf'. They show control and co-ordination as they concentrate to kick the ball and throw it through the hoop. This promotes children's physical development and helps them learn new skills. Children have some opportunities to use their senses through the play activities. They experiment with paint and enjoy feeling the sand between their fingers as find the hidden fish shapes. Overall, children are beginning to learn the skills they require to support future learning.

When children first start, staff link closely with parents and carers to obtain information about children's individual needs. Key staff carry out a home visit to complete the 'All about Me' form jointly with parents, which helps them in settling-in children at pre-school. Parents receive regular feedback about their child's learning and development. This is through the daily informal discussions and viewing children's progress files at parents' meetings. Parents speak positively about how they are 'kept well-informed' about their children's day and how staff 'help get children ready for their move onto school'.

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

Children are developing trusting relationships with staff. The key person system means that staff know children well, enabling them to support children's emotional well-being. Staff provide children with clear and consistent boundaries so they know what behaviour

is expected of them. Children are learning to consider the needs of others. For example, effective use is made of the sand-timer to help develop children's understanding of sharing and taking turns. Children are familiar with the routines. They know that when staff lift their hands in the air it is tidy up time, and cooperate well to help put the toys away. Children receive regular praise and encouragement throughout the day. Staff provide stickers to acknowledge the children's achievements, which boosts their confidence and self-esteem.

Effective security measures are in place in the premises. The use of high handles on the doors makes sure that children are unable to leave the premises unsupervised. Staff understand their responsibilities to keep children safe. They identify and minimise potential risks to children through daily checks of the premises and of the outdoor play areas. Staff follow clear procedures on the daily outing to the pre-school garden for the outdoor play activities. All children and staff wear high visibility jackets, and staff maintain close supervision to ensure children's safety at all times. This supports children's health and safety, and they benefit from access to regular fresh air and exercise. Children develop an understanding about keeping themselves and others safe in their play. For example, staff provide reminders not to flick the soil and to keep their spades low so they do not hurt their friends. Children are learning to manage their own personal hygiene needs and follow appropriate hand washing routines. Staff talk to them about getting rid of germs, which helps to raise children's awareness of how to keep themselves healthy. Children enjoy snacks of fresh fruit and cereals. Staff gain information about children's special dietary needs and make sure that these are catered for, so children remain healthy.

The pre-school premises are appropriately organised to provide a warm and welcoming environment for children. Resources are adequate to support children's learning and development. A selection of toys and play equipment are stored at low level to allow children to make some free choices about their play. However, some resources are not always available, such as the limited materials provided in the storage boxes by the creative area. This restricts opportunities to develop children's independence and creativity, and impacts on their overall enjoyment.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The pre-school is generally well organised, with records, policies and procedures in place to help support the day to day management. This includes appropriate recruitment and vetting procedures to check staff's suitability to work with children. All staff are familiar with the pre-school's safeguarding policy and have attended training to help them identify and escalate any concerns promptly. This helps support children's safety and welfare.

The new group of staff are beginning to develop as a team. They work together well to share information and support children's developing needs. Appropriate induction

procedures and regular staff meetings means that staff have a clear understanding their roles and responsibilities. The management and staff have a positive attitude about making changes to improve the outcomes for children. For example, they have plans to re-vamp the outdoor garden area to offer children a wider range of play experiences. Staff recognise that many systems in the pre-school are still embedding, such as use of assessment and planning, and that this has an impact on children's learning and development. The manager reviews children's progress folders to monitor staff performance, and offers support to help staff's continual professional development. There are satisfactory systems in place to evaluate the pre-school provision. Staff meet at the end of the session to reflect on the activities informally. The manager links with her local authority development worker for advice and guidance, to help focus on areas for development. Parents' feedback is welcomed, with suggestions and ideas acted on to help develop the service provided.

Staff work in partnership with parents and others involved in children's care. They liaise with external agencies to help identify and provide children with any specific support needed. This helps all those involved work together to meet children's needs. Parents receive appropriate information about the pre-school through the parents' information board, regular newsletters and ongoing communication. Staff help prepare children for the move onto school, building children's confidence to help them manage the change.

## 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 action. 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>	EY457071
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	895722
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Springbourne Family Centre
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01202 399 997

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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, which are usually the childminder's 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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