

Springwood Preschool & Nursery

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

Inspection date	09/12/2013
Previous inspection date	24/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff are very well-deployed and they show high levels of interest and engagement with children during all play. This is particularly evident at small group times and through focused one-to-one learning opportunities to increase and support children's development.
- Staff maintain good levels of hygiene and effectively follow well-planned daily routines to ensure that children's health is clearly prioritised and promoted.
- Staff provide a wide range of opportunities for children to make choices and decisions during their play and daily routines. This rapidly increases children's practical skills and helps them to gain independence and learn about safety.
- All staff show high levels of commitment and dedication in building relationships with children and parents. This fully encourages children's trust and increases parents' involvement in children's learning and progress.
- Staff do not regularly use the pictures of the daily routines and events to reinforce children's understanding of what happens next and in this way reassure and support their understanding.

It is not yet outstanding because

- Staff do not regularly use the pictures of the daily routines and events to reinforce children's understanding of what happens next and in this way reassure and support their understanding.

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.

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 all areas of the provision, the daily routines and the information displayed.
- The inspector spoke with the provider, staff and children, also interviewing parents at delivery and collection times.
- The inspector checked all documentation for safeguarding and welfare and for learning and development.
- The inspector observed outdoor play and interaction.
- The inspector discussed all areas of the inspection findings with the provider and gave the inspection judgements.

Inspector

Christine Clint

Full report

Information about the setting

Springwood Pre-school and nursery re-registered under new ownership in 2012. The pre-school operates from the Scout Hut, in Waterlooville, Hampshire. Children use one large hall, divided to provide a separate area for babies and for sleeping. There is a separate kitchen and entrance area with toilets. The setting has a secure outdoor play area on all sides of the building and is adjacent to a park for wider outdoor provision. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend from 8am to 6pm for 51 weeks of the year. There are currently 35 children on roll. The setting provides funded early education for two-, three- and four-year-olds. Staff support children with special educational needs and/or disabilities and those who learn English as an additional language. The manager and five members of staff work directly with the children. All of whom hold level 3 and level 4 qualifications in childcare and early years education.

What the setting needs to do to improve further

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

- use the pictorial daily routines to reinforce children's understanding of what happens next and in this way develop their awareness of daily events and time passing.

Inspection judgements

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

The provider uses well-planned systems to ensure that children have a wide variety of activities and a clear planned focus for learning. Staff initially record children's favourite resources and their interests; staff use this information to plan activities and develop areas of learning accordingly. For example, the daily planning shows that staff continually focus on an aspect or an area of learning linked with each child's next steps in development. In this way all staff are narrowing any gaps in children's levels of achievement.

Children move freely between the dedicated areas for story telling, craft and construction. They have ample opportunities to find quiet corners or sit with staff to carry out a focus learning activity. These one-to-one times are included regularly for children who have planned individual learning targets and staff accurately report on their positive progress. A recently introduced scheme formed with the help of parents, encourages children to gather special items in a box. These 'chatterboxes' encourage children to talk because the items have special interest and meaning.

Children willingly join the small group times and staff often link these with stories or

singing and actions. Children show delight in responding and taking part and staff use this time to further develop relationships and friendships. For example, children take turns to hold the soft lion and say their name and this raises their self-esteem and promotes their confidence. Staff also use these small group times to successfully increase children's speech and language by using letter sounds. Children enthusiastically link the sounds with additional words they know and staff praise them for recognising and responding. Children show increased independence throughout all routines and they learn to respond within a timescale by watching a sand timer. However, staff do not regularly encourage younger children to use the time-line to reinforce their understanding of what will happen next.

Staff fully engage with children at all levels to extend and increase children's motivation. For example, children automatically and politely ask for help when they are making a large floor puzzle and staff respond by giving children ideas to help them problem solve. This enables children to manage independently and increase their abilities. Staff encourage younger children to watch and notice small creatures when they dig outdoors. Children find slugs and show interest, watching and talking about how slugs move and what they eat. Children use the leaves for shovelling and watch them swirl in the wind when staff throw them in the air. Children have good opportunities to increase all areas of learning in a natural environment.

Staff assess children's progress regularly and complete reports from the start of children attending. These reports clearly fulfil the requirements for providing parents with a summary of children's progress at the age of two years. Parents are consistently satisfied with the progress their children are making. They have parent link books and parents freely take children's learning records home to read and share. This means parents are closely involved with children's learning and support their progress across all areas of learning in preparation for transferring to school.

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

All staff have key person responsibilities and they demonstrate a positive and accurate understanding of individual children's needs and characteristics. Key persons strongly increase children's sense of belonging through very suitable questions and interaction. This close involvement, motivates children's growing independence, fully encourages their confidence and increases positive behaviour. All staff have written personal information about themselves in children's learning records and this introduces staff to the children and their families. Consequently, children settle well and this helps children to establish strong relationships with their key person and promotes their emotional attachment.

Children have a very wide choice of activities and all areas are organised for children and babies to self-select. All children make independent choices, especially at rolling snack time. They competently follow daily routines of hand washing and automatically use the anti-bacterial gel when they sit at the snack tables. They learn to use the low mirror and tissues to wipe their own noses and staff willingly help younger children to manage. This clearly shows children learn about the importance of cleanliness and being healthy. Children demonstrate strong levels of independence in pouring drinks, managing their own

lunch boxes and using utensils to eat the cooked lunches. Consequently, children recognise when they are thirsty or hungry and staff talk about the items in their lunch boxes, explaining what makes them strong and gives them energy. This effectively increases children's understanding and awareness of healthy foods.

Children respond well to staff instructions and requests. They learn about safety through the thoughtful routines that staff have introduced. For example, children know they must wear hats to use the indoor climbing frame and slide and they know there are only four hats. This reduces the number of children on the apparatus at one time and promotes safer play. Staff also remind children they cannot carry toys when they climb and they responsibly explain the dangers. Children demonstrate a clear understanding of how to use scissors at the craft table. They show increased concentration and they learn about placing these in the container once they have finished. Children choose outdoor play frequently; they ride on wheeled toys and practise peddling and gaining strength. They shovel the leaves and fill the large tyres with leaves. Children dig with enthusiasm in the sand and soil and talk about treasure, and they find slugs and spend time watching small creatures. Staff supervise children well on all sides of the building by using bollards at times to prevent access. Children learn to follow these rules and this fully maintains their safety and security .

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

The provider has a high level of knowledge and a strong commitment to meeting the requirements for children's learning and development. She works diligently with parents and other agencies to ensure that children continually achieve and make progress. The provider has developed a full range of policies and procedures and these are available for parents. There is ample information displayed in the entrance area for all parents. Recorded details also show that the provider reviews the policies and procedures regularly to ensure they reflect current practice. All documentation is in place and this demonstrates the provider's responsible attitude to effectively meeting the welfare requirements. There are rigorous procedures for safeguarding children and for checking the suitability of staff to work with children. The provider has well-planned induction and appraisal systems and she includes regular supervision time for all staff. The training record for all staff shows that continual learning is planned and prioritised. All staff have attended child protection training and show a competent understanding of the requirements. They have also attended food hygiene training and this clearly benefits the health and hygiene of the children attending. The provider has developed safe and hygienic routines to follow environmental health guidance. Staff are dedicated to maintaining safety at all times and they follow the risk assessment processes daily to provide a safe and secure environment. They have clear and well-organised roles and responsibilities. Staff are very well-deployed at all times and they diligently meet children's needs.

The provider has a clear commitment to self-evaluation and she fully demonstrates her ability to make improvements and respond to parents requests. She is continually willing to adapt routines and develop any areas for improving children's learning. For example,

the family group times with key persons and the inspirational systems of one-to-one opportunities to positively increase children's speech and language. The provider regularly maintains links with the wider community and fully uses the support of other agencies to improve children's development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	942079
Type of provision	Full-time 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 Clarke
Date of previous inspection	24/09/2012
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, 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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