

Springwell Park School and Children's Centre

Springwell Park Primary, Menai Road, BOOTLE, Merseyside, L20 6PG

Inspection date

06/11/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Leadership is inspirational. Highly effective systems for self-evaluation gives careful consideration to every aspect of the provision which ensures that they are constantly improving the already exceptional practice.
- The quality of teaching is superb. Practitioners have an excellent understanding of how children learn. The educational programmes offer children rich and varied learning experiences indoors and outdoors. Consequently, children make rapid progress across the seven areas of learning.
- Partnerships with parents and a wide range of other professionals are exemplary and make an outstanding contribution to meeting all children's needs.
- Safeguarding procedures are outstanding. Robust management systems are in place, based on focused, in-depth evaluation of practitioner practice. An astute and targeted training programme ensures that practitioners are consistently supported to improve their already excellent understanding of how to keep children safe.
- Positive relationships are evident between children and the friendly, warm and nurturing practitioners. Consequently, children are active and independent learners, exhibiting high levels of emotional well-being and self-confidence.

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 activities in the settings rooms and the outdoor area.
- The inspector spoke to practitioners and gained the views of parents through discussion and written documentation.
- The inspector held a meeting with the centre manager and conducted a joint observation with the room manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the setting's self-evaluation.

Inspector

Layla Clarke

Full report

Information about the setting

Springwell Park Children's Centre was registered in 2006. The setting serves the local community and has full disabled access and facilities. The setting operates from several rooms in a purpose built building within Springwell Park School in Bootle, Merseyside. There is secure, fully enclosed outdoor play space with designated areas for the younger children. The setting opens Monday to Friday from 8am until 6pm all year round with the exception of bank holidays and one week during the Christmas period. There are currently 113 children attending who are within the Early Years age range. The setting is registered on the Early Years Register. It provides funded early education for two- three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and supports children who speak English as an additional language. The setting employs 29 members of staff. Of these, two members of staff hold a recognised early years qualification at level 6, 22 staff hold appropriate early years qualifications at Level 3, one member of staff holds a qualification at level 2, two members of staff hold Early Years Teacher/Professional status, one member of staff holds Qualified Teacher Status and one member of staff is unqualified.

What the setting needs to do to improve further

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

- enrich further the already excellent opportunities in the role play area to include more real items, such as fresh fruit, vegetables, pasta and rice, for children to further enhance their imaginative play experiences.

Inspection judgements

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

Practitioners have excellent skills and a thorough understanding of the requirements of the Early Years Foundation Stage and have a wealth of knowledge of how children learn. The exciting, stimulating and extremely well organised learning environments both indoors and outdoors, support children to make rapid progress in relation to their starting points. Children thrive and are extremely motivated to learn in this exceptionally high quality setting. For example, babies independently access the exciting resources, taking items over to their key person to indicate the activity they want to do next. There is an extremely high focus on helping children to develop their communication and language skills and supporting physical, personal, social and emotional development. This results in all children being exceptionally well prepared for their next stage of learning and eventually school. Teaching is outstanding. Practitioners use inspirational teaching strategies, which engage them in learning and provide excellent levels of challenge. For example, children explore number by playing a mathematical based game. Practitioners ask children to name the numeral and use additional props to allow them to count the

numbers. This is extended as practitioners put two numbers together and ask children to identify the new number while they support children to count even further. As a result children's mathematical skills are being effectively promoted.

Practitioners are dynamic and show an excellent understanding of effective teaching. They skilfully use resources to further promote children's learning. For example, following a planned outing to a local cafe staff adapt the role play area. They encourage children to make handwritten menus, use the till to count out money, and prepare the food for the customer. This supports children in acting out real life scenarios and also further promotes their social skills. However, there are less real food items in the role play areas for children to use to enhance their already excellent imaginative play opportunities. Children confidently use a stimulating range of technology resources and are actively supported to develop their understanding of the world. For example, babies enjoy using a range of equipment that make sounds and flash on and off, and older children make firework pictures using tablets while confidently telling practitioners, 'when I've finished I will print my picture.'

Children with special educational needs and/or disabilities are extremely well supported. There is a designated special educational needs coordinator who effectively liaises with parents and seeks advice from a range of other professionals. This facilitates excellent partnership working. Children with English as an additional language are supported well through exemplary partnerships with parents, who regularly come into the setting to read stories and share recipes. Practitioners use key words in their home language and visual cues which support communication. Furthermore, the setting has developed extremely close partnerships with other services who offer additional support. For example, documentation is translated into other languages. Practitioners effectively use sign language and there is a regular session for parents and children to ensure that all children are supported to communicate in their preferred way. Babies enjoy exploring in their own calm and inviting environment. They delight in hiding in the dark den and explore a variety of sensory materials, such as, shiny paper and musical toys. Consequently, their imaginative skills are extremely well supported. Toddlers experience rich and varied opportunities as staff provide an array of exciting activities for them. For example, children explore and investigate how shampoo makes marks by using their hands and a variety of tools. Children experiment with coloured ice, feeling the texture change as the ice begins to melt. Pre-school children use their imaginations, language and problem solving skills well as they decide to set a trap to catch aliens. This is in response to the inspirational practitioners who encourage them to solve problems and come up with solutions. Children pose questions, such as, 'what shall we use to catch the aliens?' and further extend this by suggesting that they capture the aliens on video camera through overnight surveillance. As a result, children's imaginative skills are superbly promoted, and they delight when watching back the video clip to see the aliens in action. Children have many exciting opportunities to have freedom to explore and to negotiate the highly stimulating outdoor area in all seasons. Practitioners provide wet suits to allow children to experience being outdoors in all weathers, which promotes their understanding of the world around them. Children jump in puddles, balance and climb through tyres and up and across the large climbing apparatus. Babies climb through tunnels and practitioners provide resources that they can hold, push and pull. This actively promotes their physical development. Children have exceptionally large scale painting opportunities outdoors to further promote their

early writing skills. They excitedly initiate their own learning, as they explore and investigate in their mud kitchen where they make marks, mix mud and use tools and a variety of ingredients, such as, water, feathers and conkers to make potions. Practitioners are enthusiastic and organised and consistently support children's play, and use their skills and knowledge to challenge children to take their thinking further. As a result, children are supported extremely well to develop their creativity and critical thinking skills.

Links with parents are excellent. Relationships flourish through innovative ways of sharing information. For example, home visits are provided. A variety of parenting classes ensure that extremely strong relationships are formed with parents. Parents complete an All about me form prior to children starting. This provides practitioners with extremely detailed information which they use effectively to complete a baseline assessment. This ensures that children are superbly challenged right from the start. Methods of communication are excellent and include an extremely informative website, a variety of social media; parents display boards and parent questionnaires. Learning is supported at home through parent observations and daily feedback which practitioners incorporate into planned activities. As a result, outstanding relationships are actively contributing to children's learning.

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

Practitioners support children to feel extremely safe and secure with routines. Children quickly settle and develop extremely close relationships through an exceptionally well established key-person system. Children's settling-in process is successful, because practitioners obtain very meaningful information from parents about their child. The highly effective and flexible settling-in sessions ensures that children make the move from home into the setting with ease. This ensures that all children's needs are known and effectively met right from the start. The highly sensitive, caring and nurturing interactions between practitioners and children ensures that children are emotionally secure, which provides a solid foundation to develop their personal, social and emotional skills. Children are happy and are confident in the care provided by the skilful practitioners who are in tune with their children. For example, practitioners intuitively know when children are tired and go to find their comforter. Practitioners settle children to sleep and babies snuggle in to their key person as they fall asleep, secure in the excellent support and care provided. As a result, the environment is calm and welcoming and children are wonderfully content.

Practitioners effectively promote children's independence and sense of responsibility as they plan a balance of stimulating, child initiated and adult led experiences. For example, children help to serve their own meals and benefit from a highly nutritious, well balanced menu. Children enjoy the meals which are provided by the nursery cook. Practitioners support them to feed themselves and older children have lunch in the school hall. This results in children being exceptionally, well prepared and confident when the time comes for them to move into the school environment. Children are taught about healthy lifestyles through a variety of stimulating, exciting activities which include daily teeth brushing for even the youngest children, hand washing before mealtimes and through planned cooking activities. For example, children make pizza as practitioners ask them to try the vegetables and explain that peppers and mushrooms are healthy. Children benefit from continuous access to explore the outdoors and fresh air in their dedicated, exemplary outdoor

learning environment. Furthermore, children are taught how to keep themselves safe while taking some risks in their play. For example, practitioners support children as they climb and balance outdoors on the variety of exciting, large equipment while allowing them to do so for themselves.

Children are very clear of the boundaries of the setting as practitioners implement a consistent approach for managing children's behaviour. Strategies which include the setting's 'promise board' are used effectively to teach children about being kind. Furthermore, the use of 'Tim the puppet' helps to reinforce the setting's 'promises' to ensure that positive messages are clearly embedded. Practitioners share their first rate knowledge with parents to ensure that a consistent approach is also adopted at home. Furthermore, practitioners model positive communication strategies which reinforces children's understanding of what is acceptable. As a result, behaviour is outstanding.

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

The leadership and management of the nursery is outstanding. Highly comprehensive safeguarding policies and procedures are understood and are effectively implemented by the practitioners. Robust daily safety checks and risk assessments are in place to ensure that the environment, resources and equipment are consistently safe and well maintained. Practitioners are extremely well deployed ensuring the highly effective and vigilant supervision of all children throughout the setting. A robust recruitment procedure is in place which ensures that all children are cared for by suitable adults. A meticulous induction programme is completed by all new starters and practitioners have regular access to a wealth of training opportunities. Furthermore, practitioners are extremely well-supported through rigorous monitoring, effective supervision and targeted appraisal, which ensures that practitioners consistently deliver high quality standards in care and education. Peer observations are undertaken which helps practitioners to share their expert knowledge, skills and expertise, which ultimately enhances the superb quality of the teaching and learning that children receive.

Practitioners receive extensive support from managers and a wide range of professionals which means that they have an exceptional knowledge of the educational programmes. This helps to ensure that children experience a broad and balanced range of opportunities and experiences, which results in all children making rapid progress in relation to their starting points. Assessments are clear and concise and ensure that interventions are sought at the early stages to identify any group falling behind the expected achievements. This results in children's needs being met extremely well and the relevant services being involved.

The leadership team is inspirational and give high priority to the delivery of excellence. Clear, defined roles exist, which ensures that each area of the early years foundation stage requirements are successfully delivered and are promoted by highly skilled leaders. Managers have high aspirations and are extremely motivated. They have developed a highly passionate, cohesive team who share their vision for the setting. There is an extremely detailed development plan, which all practitioners contribute to. This ensures

that the vision is shared and that the high level of excellence is sustained.

Children's needs are exceptionally well met through highly effective partnerships with parents and the variety of other professionals and the knowledge that they share. The setting has excellent relationships with the speech and language team, local health visitors and the designated family support workers. The support teams regularly liaise with the practitioners and managers to devise consistent strategies to further support children and families. This is due to the commitment of the manager to ensuring that a holistic approach is embedded to support all children's needs. Parents are extremely complimentary about the setting and the service that they provide, and comment that the setting provides a welcoming environment; that is not only a fantastic experience for the children but also for the families who attend the many planned activities provided.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY330577
Local authority	Sefton
Inspection number	820556
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	113
Name of provider	Springwell Park Community Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0151 288 6055

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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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