

Springboard Pre-School

Springfield Park Baptist Church, Springfield Park Road, Chelmsford, Essex, CM2 6EB

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| Inspection date | 12/12/2014 |
| Previous inspection date | 11/10/2011 |

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

- The leadership and management, and the dedication of the staff team, are key strengths in ensuring exceptionally high learning and development outcomes for the children.
- Children form exceptionally strong bonds and emotional attachments with their key persons, which ensure they gain a highly positive sense of well-being and belonging.
- Children thoroughly enjoy their time at the pre-school. They are happy, confident, self-assured, highly motivated and eager to learn.
- Children with special educational needs and/or disabilities, and those who are learning to speak English as an additional language, receive highly individualised support, and this ensures that any gaps in their learning are quickly closing and they make extremely good progress.
- Children are safe within the pre-school because staff have a robust and secure understanding of safeguarding procedures and children's safety is of paramount importance.
- Parents, carers and families make an extremely important contribution to the provision of effective learning experiences for children, as staff ensure they are fully involved in the life of the pre-school.

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 children engaged in a variety of activities, including a delightful and enchanting performance of a nativity production.
- The inspector spoke with members of the management team, enhanced support worker, staff and children.
- The inspector took account of parents' views by speaking with them on the day and reading their comments and feedback.
- The inspector sampled a range of documents including children's progress records, staff suitability records, risk assessments and policies and procedures.

Inspector

Jenny Forbes

Full report

Information about the setting

Springboard Pre-School was registered in 1975. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Springboard Pre-School Management Group and is situated in a large, multi-use church hall in Springfield Park Baptist Church in Chelmsford, Essex. The premises are accessible to all. There is an enclosed area for outdoor play. The pre-school opens every weekday from 9.15am until 12.15pm during school term time only. Children are able to stay for a packed lunch and afternoon session on Tuesdays. The pre-school also opens on Monday afternoons from 12.15pm until 3.15 pm in the summer term, to support children who are moving to school. There are currently 30 children attending who are in the early years' age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs seven members of childcare staff, including the manager. Of these, five hold appropriate early years qualifications. One member of staff holds Early Years Professional status, another has a foundation degree in childcare and education and the setting currently employ an enhanced support worker to support a child with special educational needs and/or disabilities who holds a level 6 qualification. The pre-school also supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's awareness of differences in written language, for example, by increasing the amount, and types, of labelling in the setting.

Inspection judgements

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

The dedicated staff team have an excellent knowledge of the different ways that children learn. This means that every child receives individualised support. Staff provide exciting and challenging activities and experiences that motivate children and ensure they make exceptional progress in all areas of learning. Staff are confident and enthusiastic and they work exceedingly well together. They receive excellent support from the management team, and each other, to enable them to achieve extremely good outcomes for children. Experienced staff monitor the practice of those less well qualified, to ensure they are providing the same level of support and encouragement to the children. This ensures an exceptionally high standard of teaching and enables a consistent approach across the staff team. Staff and parents share assessments of children's level of development on entry to the pre-school to help them to ensure they make excellent progress from the beginning. Staff actively encourage parents to observe their children's achievements at home to contribute to their continuity of learning within the pre-school.

Staff work extremely closely with parents, and other professionals, to ensure their assessments of individual children's learning needs are accurate. This results in children making very strong progress towards the early learning goals. Staff record their observations and assessments in interesting learning journals that tell a fascinating story of individual children's development. Staff use clear and concise records of children's progress to help them to plan for the next steps in their learning, taking their particular interests into consideration. Children with special educational needs and/or disabilities make extremely good progress, as specialist staff give focused attention to their learning and development needs. All children achieve outstanding progress because staff use their secure understanding of children's needs to provide a range of imaginative activities and experiences to enhance their learning. A strong emphasis on music and drama and a focused gardening programme has extended children's skills and learning in understanding the world. Staff work hard to ensure that all the areas of learning are purposefully available for children outdoors, as well as inside, to extend their learning experiences. For example, staff use a fairy tale about some elves and a shoemaker to motivate children to learn about the world. Children sew elf hats and learn about stitching. They search for imaginary elves in the woods and build constructions for their housing from natural materials.

Staff promote children's communication and language development exceedingly well by engaging them in meaningful conversation. They use carefully considered questioning techniques to encourage children to think and respond. Children ask questions about the characters in the books they have chosen and staff use clear explanations to help them to understand. Children's communication skills strengthen as they sit with their friends in strategically placed seating areas, sharing books and chatting together. Children who are learning to speak English as an additional language make excellent progress, as staff work closely with their parents to learn key words in their language. There are signs in other languages outside the playroom but none inside where children play to raise children's awareness of differences in written language. Staff employ a special programme of signs to help children learn the sounds of words. They provide daily opportunities for children to practice their physical skills, indoors and outdoors. There is an extensive range of outdoor play equipment and children explore the natural environment of local woods and parks. Children practise threading reels onto cords, and use pencils, brushes and other implements to help them develop good early writing skills. Children's creativity is encouraged by staff who thoughtfully display their artwork to celebrate their achievements. These many skills that children learn support them well for the next stage in their learning, when the time comes for them to move on to school.

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

Children settle well into the pre-school because staff work closely with their parents to ensure their needs are met. The highly effective key-person system ensures that every child forms exceedingly secure bonds and emotional attachments with the adults who understand their needs. Children develop very high levels of self-assurance and confidence as they learn to participate in group activities. For example, children are confident to speak and sing to an audience of parents when they perform their nativity at Christmas time because staff have prepared them exceptionally well. Staff enable an extremely good

balance between child-initiated and adult-led play experiences. This helps children to gain independence and confidence as they make choices and decisions with regard to their play. Children learn to share, take turns and cooperate with each other. Children develop excellent self-care skills as they independently manage their own care and personal hygiene needs. For example, they learn how to use the toilet independently, and wash and dry their hands. The pre-school promotes children's health through the provision of fresh fruit and vegetables for snack time, and children learn which foods are best for them to eat to promote their good health.

Children learn skills of independence as they help staff to tidy up the room ready for their performance. They engage in cookery activities in the kitchen and wash up their own plates. Children's play resources are of an exceptionally high standard and arranged at a level that children can easily access. Staff supply interesting resources to promote diversity and children explore cultures and festivals to increase their understanding of the world around them. Staff provide a bright, colourful and welcoming atmosphere and a safe environment where children thrive and are free to explore and use their imagination. Staff carry out rigorous safety procedures and risk assessments daily to ensure any hazards are identified and minimized to maintain children's safety. Staff practise fire drills regularly with children, and enlist the support of local fire and police personnel to reinforce their safety messages with the children. Staff use frequent praise and encouragement to raise children's self-esteem and promote positive behaviour. Children's behaviour is extremely good because they receive individual support and are continually engaged in interesting and challenging activities.

Children learn to care for each other and seek out their special friends. They demonstrate impressive nurturing skills as they care for other children, particularly those with special educational needs and/or disabilities. These important skills for life are encouraged and celebrated by thoughtful and caring staff. Children enjoy being out in the fresh air and taking walks in their local community. They visit parks, library and schools, and they meet a variety of people. Children borrow books from the library and parents are encouraged to return them with their children, which helps them to become involved in their children's learning. Staff provide an extensive range of physical apparatus outdoors to promote health and vitality. Children benefit from healthy exercise and learn about keeping themselves safe when playing in the pre-school or travelling. Staff ensure that all children are included to secure their personal, social and emotional development. They work closely with the children's parents when they go on outings and they welcome parents into the setting to share their special skills. They are emotionally well prepared for the next stage in their learning, as staff take them to see previous pre-school children perform presentations at the local school. This gives staff and children a sense of pride as they celebrate children's successes together.

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

Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are extremely secure in their knowledge of safeguarding practices, policies and procedures and they ensure that all staff protect

children's welfare by undertaking regular training to keep their knowledge up to date. The management team regularly review their policies, which cover all the essential elements necessary for the safe and efficient management of the pre-school. For example, there is a strict policy preventing the use of mobile phones on the premises. Staff make certain that they closely monitor any visitors to the pre-school and check their identity, in order to protect the children. Staff recruitment is rigorous in ensuring that newly appointed staff have received the essential background vetting checks. Staff management is of an exceptionally high standard, and a key strength in ensuring that staff meet all children's needs successfully at all times. All staff receive regular individual support and supervision to ensure that practice is consistent throughout the staff team.

Leadership is exceptionally strong and all staff share a determined drive for excellence. They work exceedingly well as a team and share weekly evaluations of their practice and the educational programmes to ensure they meet children's needs. The management team monitor the educational programmes and plan together for children's development. They monitor each individual child's learning, individually and as part of a group, by regularly assessing their next steps and progress. The management team have a clear overview of the learning needs of every child as they operate an effective tracking system that helps them to ensure every child is progressing well towards the early learning goals. This effective monitoring enables staff to identify any gaps in children's learning, and to seek appropriate intervention and professional advice where necessary. Consequently, children with special educational needs and/or disabilities receive comprehensive support and specialist teaching. Key persons meet with parents to discuss children's progress on a regular basis. Staff carry out the required progress check for children between the ages of two and three years, in partnership with parents, and this helps to ensure that all children continue to make extremely good progress.

The pre-school thrives on reflective practice. The management team constantly evaluate the effectiveness of teaching and learning and are continually striving to improve. Parents, staff and children actively participate in this robust self-evaluation process. The pre-school have successfully met all actions and recommendations from previous inspections and act upon advice from other professionals. Staff are passionate about their individual roles and they ensure that the areas they are responsible for are extremely well planned and resourced invitingly to encourage all children to participate. Highly successful staff deployment, along with strong adult to child ratios, means that all children receive consistent and highly effective support in their play and learning. All staff receive regular ongoing training and weekly feedback on their practice from the management team. The management team monitor the impact of all training to ensure it is effective and contributes to improvements in practice and environment.

Partnerships with parents are exceptionally strong. Parents are fully involved in the life of the pre-school and willingly share their special skills for the benefit of the children. They are encouraged to continue the work of the pre-school at home and to share children's experiences from home. Parents' views are extremely important to the staff, who invite them to give feedback in the form of questionnaires, face-to-face discussion and email. Parents speak especially highly of the staff and for the successful way their children are learning. Extremely effective partnerships with other professionals support staff in their excellent care of children with special educational needs and/or disabilities. The

management and staff work in close partnership with local schools to ensure that children are ready for school when the time comes for the next stage in their learning. Older pre-school children are allocated 'reading buddies' who are school children who share reading with the pre-school children. They keep in touch with children who have moved on from pre-school previously and share the parents' pride in their successes and achievements.

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. 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

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| Unique reference number | 402055 |
| Local authority | Essex |
| Inspection number | 868955 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 26 |
| Number of children on roll | 30 |
| Name of provider | Springboard Pre-School Management Group Committee |
| Date of previous inspection | 11/10/2011 |
| Telephone number | 01245 258829 |

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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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