

Springfield Playgroup

Springfield Gardens, Upminster, Essex, RM14 3EH



Inspection date	17 March 2016
Previous inspection date	18 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff develop strong attachments with children. Children arrive happy at the setting, and settle quickly into the familiar routine.
- Strong partnerships are developed with school staff to support children's move to school.
- Staff plan a varied range of activities throughout the learning environment to support children's play and learning. Children show confidence to use a good range of wheeled toys and equipment to develop their physical skills. Children make good progress.
- Staff strive to develop their service to promote good outcomes for children. They seek the views of parents, staff and children to further enhance children's play experiences at the setting. Management evaluate the service effectively.
- Management and staff are committed to professional development. For example, through support from the local authority, ongoing meetings and training. This positively impacts on children's learning.

It is not yet outstanding because:

- At times, staff do not strengthen children's understanding of the world around them, for example, by providing opportunities to learn about growth and life cycles of living things.
- Staff miss opportunities to help children gain an awareness of number words in meaningful ways to strengthen their early mathematical skills.

What the setting needs to do to improve further

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

- use opportunities throughout the day to strengthen children's understanding of number words in meaningful ways to promote their early mathematical skills
- increase opportunities to strengthen children's understanding of the world around them, such as the key features of living things in their environment.

Inspection activities

- The inspector observed staff interactions with children throughout the learning environment.
- The inspector spoke to staff and management at different intervals during the inspection.
- The inspector took into account the views of parents through written feedback.
- The inspector held discussions with the provider about the setting's evaluation processes.
- The inspector observed documents, including policies and procedures.

Inspector

S Campbell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a good understanding of their role and responsibilities to safeguard children. Robust vetting procedures are in place, which promotes children's welfare. Staff work in partnership with parents well so that strong relationships are built. Children and parents benefit from the play-based sessions. Furthermore, through a good exchange of two-way communication, parents are actively encouraged to contribute to children's learning and progress. Staff regularly monitor children's next steps in learning, and their developmental records are shared with parents. This helps all involved in children's care to gain a good understanding of what children can do, and support a joint approach to identify any gaps in their learning. Children help prepare snacks to promote their independence. They learn about similarities, differences and the wider community through a varied range of activities.

Quality of teaching, learning and assessment is good

Staff observe children's play and use this information to inform planning. This helps them to plan activities that reflect children's individual interests. Children's early reading skills and enjoyment of books are promoted well. For example, children bring in their favourite books and take pleasure retelling the story from memory to their peers at group sessions. Staff provide good opportunities for children to explore their creativity in different ways to support their learning. For example, children enjoy making creations with modelling dough and while taking part in sticking activities.

Personal development, behaviour and welfare are good

An effective key-person system ensures that children are supported well. Staff model good behaviour to help children learn right from wrong. For example, after story time group sessions staff praise children for listening well. This helps them to feel good about themselves. Children learn to develop good independent skills by taking part in routine tasks, such as preparing snacks with staff and dressing themselves before playing outdoors. Children develop a good awareness of foods that are good for them. For example, they eat healthy snacks, which helps contribute to a healthy lifestyle. Staff spend time engaging in children's play to strengthen their learning. They ensure that children are supervised well while they play outdoors to help promote their safety.

Outcomes for children are good

Children are confident talkers in social situations. Children benefit from taking part in drawing activities to promote their early writing skills. They draw recognisable shapes and letters enabling them to put meaning to the marks they make. Children enjoy playing with small-world toys, which helps promote their curiosity and create their own imaginary play. For example, children enjoy playing with dinosaurs in the outdoor bedding area.

Setting details

Unique reference number	118567
Local authority	Havering
Inspection number	840191
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of provider	Upminster Baptist Church Committee
Date of previous inspection	18 March 2011
Telephone number	01708 223653

Springfield Pre-School is a church committee run sessional group. It opened in 1968 and is situated in Upminster, in the London Borough of Havering. The setting operates each weekday Monday to Friday, from 9am to 12noon term-time only. The pre-school employs eight staff, most staff hold appropriate early years qualifications.

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