

# Springfield Community Flat

Springfield Community Health Centre, 110 Union Road, London, SW8 2SH

<b>Inspection date</b>	22 November 2017
Previous inspection date	24 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management team is committed to the development of the service that it provides. It uses evaluations well to make changes that benefit the children. For example, the team has recently introduced a music and rhyme area to support children's developing language.
- Partnerships with parents are well developed and successful. Staff work closely with parents to get to know children's needs and interests. Parents say that their children are supported well by the kind and caring staff.
- Children form strong attachments with the staff. They settle quickly and become confident at involving the staff in their play.
- Staff know the children well. They regularly assess children's progress and they plan activities that motivate them to be involved. For example, children show delight in using different tools to make their very own 'pizzas' using play dough. Children make good progress from their starting points.

### It is not yet outstanding because:

- On occasion, staff speak too quickly and do not allow children the time to think and respond to the questions they ask.
- The procedures to monitor and identify gaps and assess the progress made by different groups of children are not as precise as possible.

## What the setting needs to do to improve further

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

- support staff to challenge and extend children's thinking and language skills, and allow children more time to think and respond to questions
- continue to develop monitoring systems to create a more detailed analysis of the progress made by different groups of children, to identify gaps and target teaching effectively.

### Inspection activities

- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the manager and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a good understanding of the procedures to follow to safeguard the children. The arrangements for safeguarding are effective. The manager follows a robust procedure to safely recruit and manage the staff to ensure that they are suitable to work with children. Staff assess risks and help children to learn to stay safe as they identify potential hazards in the environment. For example, staff point out the risks of running inside and remind children to be cautious of water on the floor. The manager supports staff to develop their skills and knowledge to benefit the children. For example, staff report that they are more confident at supporting younger children's learning since carrying out training focused on the learning of two-year-olds. Staff work well with other relevant professionals to provide targeted support for individual children.

### Quality of teaching, learning and assessment is good

Staff get a good understanding of each child's stage of development when they first attend the setting. For example, they work with the parents to make a baseline assessment of their child's learning. Staff observe children and plan a wide range of activities to capture their attention. For example, they know that children enjoy dressing up and playing imaginatively with the dolls. Children demonstrate their creative sides during painting activities. For example, they start leaf printing and begin to find other things to print with. They soon move on to explore how they can mix colours when they paint their hands. Children gain good physical skills. For example, they enjoy using brushes to sweep the leaves in the garden and spend time aiming and throwing small balls in the baskets that are out of their reach. Staff support all children to become involved and to take part in activities.

### Personal development, behaviour and welfare are good

Staff are skilled at supporting children to be independent. For example, children learn to access different resources and they confidently put their coats on to go outside. Staff encourage children to take responsibility for their own personal care. For example, they encourage them to look in the mirror as they learn to wipe their nose. Children behave well. Older children act as good role models and support the younger children to follow the rules. Staff celebrate diversity and help children to learn about, and respect, people who are different to themselves. Staff help children to lead healthy lifestyles. For example, children have daily opportunities to play in the fresh air, exercise and have access to healthy snacks.

### Outcomes for children are good

Children develop skills that prepare them well for the next stage of their learning and their eventual move on to school. Children who speak English as an additional language become confident at communicating their needs. Older children are motivated to learn and display good levels of concentration. For example, they spend a long time counting and matching wooden blocks to numbers. All children make good progress in their learning.

## Setting details

<b>Unique reference number</b>	EY359944
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	1085875
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Springfield Community Flat
<b>Registered person unique reference number</b>	RP527211
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	0207 622 3552

Springfield Community Flat registered in 2007. It is located within the Springfield Community Health Centre. The setting is located in the Clapham area of the London Borough of Lambeth. Day care sessions run from 9am to midday and midday to 3pm from Monday to Friday, term time only. There are 12 staff, all of whom hold qualifications ranging from level 2 to level 6.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

