

# Springfield Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY244233
<b>Inspection date</b>	10 October 2007
<b>Inspector</b>	Sheena Gibson
<b>Setting Address</b>	St John's Ambulance Building, Grasmere Street, Sandiacre, Derbyshire, NG10 5BD
<b>Telephone number</b>	07960983423
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Springfield Pre-school
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Springfield Pre-school opened originally in 1960 in nearby premises and moved to the current premises in 2002. It operates from the St. John's Ambulance Building in Sandiacre, Derbyshire. The pre-school borders Nottinghamshire and Derbyshire serving the local towns and surrounding villages in both counties. The pre-school opens five days a week during school term only. Sessions are from 09.15 until 11.45 Monday to Friday and 12.30 until 15.00 on Monday, Wednesday and Thursday. Children have access to the main hall and toilet facilities. There is a secure enclosed outdoor play area.

The pre-school is registered for 20 children. There are currently 42 children from two years to four years on roll who attend for various sessions. This includes 12 children who receive funding for nursery education. The setting does not currently support any children with learning difficulties and/or disabilities.

The pre-school employs five staff who work during various sessions. All staff hold level 3 early years qualifications. The setting is a member of the Pre-school Learning Alliance and has

successfully completed an accreditation scheme. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is effectively promoted in the setting as staff follow detailed health and hygiene procedures. For example, tables are wiped between activities, toys are cleaned regularly and toilets are checked throughout the day to ensure that they remain clean for children to use. All staff have undertaken food hygiene training and this reduces the risk of food contamination. Children clearly understand the importance of good hygiene practice. They enthusiastically hold up the poster and recite their hand washing 'rules', which also have pictorial representation so that all children can be included. A comprehensive sickness and exclusion policy is shared with parents and this ensures that children who have a contagious illness do not attend and therefore reduces the risk of cross-infection.

Children are well cared for if they have an accident. All staff have undergone paediatric first aid training and have a good understanding of how to appropriately manage and record accidents. Children are beginning to learn about the importance of eating healthily. There are posters in the setting that show pictures of food considered to be healthy and they enjoy a conversation at snack time about apples. They discuss the taste, texture and the benefits of eating apples. The setting primarily gives healthy options for snack such as fresh fruit and drinks of milk. Fresh water is available throughout the day and children therefore are able to independently quench their thirst.

Children enjoy regular opportunities to be active and have physical exercise both indoors and outdoors, which effectively promotes the development of their physical skills. The indoor area is spacious and enables children to have free movement to enjoy all activities including, for example, circle games. They enjoy a wide variety of equipment such as wheeled toys, tunnels, balls and items that promote climbing and balancing skills. Staff are creative in the use of physical equipment in order to safely challenge children. For example, they use large ladders on the ground for children to walk across; they develop obstacle courses for children to complete. As a result, children develop well and gain in fitness.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very welcoming environment, which helps them to feel secure and comfortable. The setting is decorated and maintained to a high standard with a clean carpet area and a useful hard floor area for messy play. The room is organised into different areas, which relate to areas of learning and development. They are very creatively designed and organised by staff, which makes it a vibrant and stimulating environment for children. For example, large colourful parasols are used to indicate to children the different areas. These are adorned with colourful decoration that relate to an area of learning, supporting the children's learning as well as making the environment immediately inviting. Security at the setting is very good and successfully supports children's safety. External doors remain locked throughout the setting, as does the outside gate. Detailed procedures are in place for the safety of children at times of dropping off and collecting.

Children select from a very good range of toys and equipment, which are safe and suitable. All resources comply with required safety standards and are maintained in a good condition so that children can play safely with them. Toys and resources are stored so that children can easily and safely make selections, effectively developing their decision making skills. Children are cared for in a secure and safe indoor environment. Very good, detailed policies and procedures regarding safety cover almost every eventuality. Risk assessments and daily checks effectively reduce the risk of hazards to children. Staff are aware of the health and safety procedures and this ensures that good practice is maintained, resulting in children's safety being successfully promoted.

Children are beginning to keep themselves safe. They learn about safe practice, for example, when going for a walk and understand not to run about whilst eating their snack. They enjoy visits from the local police and when carrying out activities, learn about safe play. Children are effectively safeguarded because staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled. They are all keen to come into the setting and immediately begin to play. A wide range of planned and unplanned activities give good opportunities that effectively support their development. For example, they enjoy a planned potato printing activity, which then extends into an unplanned hand printing activity led by the children. They become excited about playing on the computer and in the 'fantasy land' role play. Staff effectively use 'Birth to three matters' to guide their practice and plan for children's progress. Most are skilled at extending and adapting an activity in order to further challenge and maximise children's potential. Children are very confident. They move assertively around the activities and make independent choices. They are developing good social skills and most children are polite and use their manners unprompted.

### **Nursery education**

The quality of teaching and learning is good. Staff have a good knowledge of how to effectively deliver the nursery education and therefore children progress well, with some progressing very well. Some initial assessment takes place shortly after children start at the setting, helping to effectively support their early stages of learning. Staff use on-going assessments effectively in order to plan for children's next steps. Planning is detailed and indicates a broad and balanced curriculum. However, planning does not always clearly indicate how an activity is to be carried out or how the activity is extended for more able children. Therefore less confident staff do not have this information to guide them and potentially children are not always sufficiently challenged.

Staff use some useful and creative methods to support children's learning. Methods are tailored to the learning of the child. For example, a staff member joins in with a game to extend an activity or to encourage a child to take part. Staff ask many open questions in order to challenge children's thinking; spontaneous learning takes place as part of on-going activities such as in the role play area where children have different 'reading' materials.

Time and resources are used very effectively. The organisation of the room stimulates children's learning. There is a good balance of planned and unplanned activities, which offer children

many learning opportunities in an independent play environment. Staff are deployed very effectively in order to maximise children's potential.

Children are enthusiastic learners. They are confident and curious, asking many questions of staff and visitors; they also focus at appropriate times. They have a sense of their own needs and assertively approach staff if, for example, they are looking for something. They form good relationships with each other and with staff. Some children describe others as their 'best friends'. They have good self-care skills and enthuse about taking on tasks such as handing out paper towels before snack time. Children enjoy speaking and listening. They use language in a variety of ways. For example, they use expressive sentences during role play and also recall favourite rhymes and special occasions. They are beginning to link sounds to letters; some more able children sound out short words.

Children enjoy books and understand how books work. They enjoy the opportunities to look at other reading materials such as cookery books and magazines. They enjoy listening to stories and are keen to join in at appropriate moments. Their early writing skills are developing well. They have free access to the mark-making table and benefit from incidental learning, for example, in role play; some more able children capably write their name. Children are enthusiastic about numbers and counting and many count to numbers exceeding 10. They enjoy a variety of games that support their counting and more able children understand how to put a line of numbers in the correct order. They have many opportunities to learn about more and less than during planned and unplanned activities.

Children show an interest in shape and frequently talk about shapes with staff. They compare size and weight during activities. For example, they compare the sizes of the conker shells found as part of their autumn project. Children explore and investigate. They consider whether items will float or sink in the water and talk about why leaves rustle in the autumn. They use their senses when listening to music or playing in scented water. They design and build using a variety of joining and assembling materials and also build with plastic and water blocks. For example, they build a house of waffle blocks and a tower of bricks. Children have access to different types of technology such as a computer and remote control vehicle. They have some opportunities to learn about the passage of time when they recall a special event such as a birthday.

Children enjoy exploring with colour, for example, through painting or using various coloured pens. They join in enthusiastically with songs and rhymes and have opportunities to learn about different sounds when they use the musical instruments. They play imaginatively and enjoy dressing up. They imitate adults when playing in the home corner and make up their own stories in the 'fantasy land' role play area. Children's physical skills are developing well. They move through the setting with ease. They understand how to negotiate around objects and have an awareness of space. For example, during a circle game they are asked to 'find a space', which they do capably. They use and control equipment such as bikes and scooters, knowing how to stop and start.

### **Helping children make a positive contribution**

The provision is good.

Children's needs are effectively met and they are fully included in the setting. The setting gathers very detailed information about the children at registration, which supports their care and learning. A settling-in period offers valuable time to children in which they begin to form a relationship with a key worker, helping them to feel secure within the setting. Children are

helped to feel valued. They are treated very respectfully by staff who consult with them and speak to them in a manner that children respond positively to. Children's opinions are listened to and they are given time to speak and be heard, helping them to feel acknowledged. Children are effectively supported in understanding diversity. There is a wide variety of posters, books and toys that depict positive images of other people. For example, the small world play has examples of people with disabilities; the home corner is set up as a Chinese restaurant with cookery books that show recipes from a variety of countries.

Children who have a learning difficulty and/or disabilities are appropriately cared for and are given good levels of support whilst at the setting. The setting has a comprehensive policy that guides staff practice in working with parents and other agencies to ensure that children are fully included. Children are cared for in a positive environment where they behave very well. Staff have a good understanding of creating a positive atmosphere. They take steps to deter any negative behaviour through, for example, having sufficient numbers of popular toys and knowing the children well so that they are able to anticipate potential difficulties. There is an expectation for staff to behave respectfully towards children and be good role models. Staff offer plenty of meaningful praise; children very proudly show off their stickers. This boosts their confidence and self-esteem.

Children are learning to understand responsible behaviour. They are aware of the expectations for behaviour and talk about the behaviour rules during circle time. They thrive on being given small tasks. For example, they are all keen to hold up the poster with the rules on or be the 'buddy' at snack time. Children's social, moral, spiritual and cultural development is fostered. Children have their individual needs met by adults who work in close partnership with parents and carers. As a result they receive consistent and appropriate care.

The partnership with parents and carers of children who receive nursery education is good.

Parents are given comprehensive information about the nursery education as part of the welcome pack and through discussion with staff. Staff have regular verbal exchanges of information with parents regarding the children's abilities; assessments are available for parents to see at any time and written reports are regularly given. Parents are encouraged to share in the assessment process, through writing their view in the report and returning it to the setting. Parents receive good information about how to support their child's learning at home. They receive an activity sheet containing some suggestions as to how they can support their children to enhance their learning.

## **Organisation**

The organisation is good.

Children are cared for by adults who have undergone appropriate Criminal Records Bureau checks, suitably supporting their safety. Staff have relevant experience, qualifications and demonstrate a good understanding of the needs of all children to promote their well-being. All staff have good opportunities to extend their knowledge and skills as further training options are identified through appraisal and action is taken. This has a positive effect on children's care and learning. Suitable procedures are in place for recruiting staff and for checking their on-going suitability. However, the systems are not robust, which potentially impacts upon children's welfare. A detailed induction ensures that staff are fully aware of their role and responsibilities in relation to the care and welfare of children.

Space is organised very creatively to offer maximum opportunities for children to safely enjoy a wide variety of activities. Good adult: child ratios are maintained to enable flexibility of care and for children to sometimes have one-to-one attention. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education is good. The manager has a positive aim for the setting and has high expectations of the whole staff team. Self-evaluation is continuous and detailed action plans developed covering all aspects of the curriculum to ensure that improvement for children's learning is on-going. The staff team work well together and have a good professional relationship, which enables them to motivate children and so they progress well. The manager provides a positive role model for staff. The delivery of the nursery education is effectively monitored and evaluated to ensure that any weaknesses are identified and addressed, which positively impacts on children's learning.

### **Improvements since the last inspection**

At the last care inspection the provider was given recommendations around: ensuring the health and safety procedures are reflected in practice, regarding the frequency of fire evacuation drills; ensuring that the child protection procedure for the pre-school complies with the latest government guidance. These have been effectively addressed. The setting has taken positive steps to address these. They have a detailed fire evacuation procedure, which is practised with children regularly; they have developed a comprehensive child protection file detailing all required documentation. This has a positive impact upon children's care.

At the last nursery education inspection key issues were raised around: developing the knowledge of all staff to consistently extend the use of phonics, promote the accepted practices of writing and the extensions of incidental learning to further promote children's awareness of culture and beliefs. This has been well addressed. The setting works alongside local schools in the use of phonics; children have many opportunities to practise their early writing skills, for example, through an always accessible mark-making table; children have access to a wide variety of resources that depict positive images of other people, which effectively supports their awareness of different cultures and beliefs. As a result children are progressing well.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop the procedures for checking the initial and on-going suitability of staff.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning and assessment to ensure that all staff are always clear in how to deliver an activity and provide sufficient challenge for children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)