

Springfield Creche

Inspection report for early years provision

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Springfield Creche is one of a chain of early years provisions run by the Pre-School Learning Alliance. It operates from a self-contained room in a community centre. The creche is situated in a residential estate located in Charlton, within the London Borough of Greenwich. It is open each weekday from 9.15am to 11.45am and 12.30pm to 2.30pm during school term time only.

The creche is registered on the Early Years Register. A maximum of 12 children may attend the creche at any one time. There are currently 34 children aged from two to three years on roll, all of whom attend on a part time basis.

There are four members of staff, all of whom hold relevant National Vocational Qualifications at level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff promote children's welfare, learning and development adequately overall. However, the setting is in breach of two of the specific legal requirements put in place to promote children's safety. The activities provided cover all areas of learning although those relating to information technology are not always pitched appropriately to meet each child's individual learning needs. Assessments of children's achievements are in their infancy and not consistently maintained. These do not identify learning priorities across all areas as children progress towards the early learning goals. Staff work well with parents and other agencies to ensure that children get the support they need. The setting has the ability to maintain standards. However, self-evaluation does not give an accurate analysis of what needs to be done in order to secure further improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the provision carries public liability insurance (Suitable premises, environment and equipment) 26/06/2012
- improve the record of risk assessments so that it includes information on when it was carried out, who conducted it, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 26/06/2012

To further improve the early years provision the registered person should:

- develop planning systems so that they cover all areas of learning and reflect how activities are adapted to allow all children to participate meaningfully
- improve observational assessments to identify children's achievements across all areas of learning
- develop the use of evaluation to identify priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and all the required checks have been carried out. The staff are suitably trained and know what action to take in the event of a safeguarding issue. Regular staff appraisals help to ensure that staff are clear about their roles and responsibilities overall. They have designated roles, for example, child protection officer, behaviour management and special educational needs coordinator (SENCO). Staff have a clear commitment to continual professional development. Senior members of staff are working towards a degree or leadership training in early years.

Staff use risk assessments to reduce potential hazards to children indoors and when using the communal play area within the residential estate. However, the record of risk assessments does not include all the information as stated in the specific legal requirement. For example, it does not include the date it was carried out, who conducted it, date of review and any action taken following a review or incident. Furthermore, the setting has failed to ensure that the provision continuously carries public liability insurance. Children's health is promoted effectively. The risk of cross-infection is minimised through good organisation of daily routines.

Staff promote an environment of equality and respect for differences. The settling-in process is seen as a crucial period for getting to know the child and family and is planned carefully to help ensure mutual understanding with key people involved. Staff are alert to the early signs of need that can lead to later difficulties in learning. Where staff identify a child's need for additional support they plan effective interventions, sharing information and records with colleagues, parents and where appropriate, other agencies. The effective links with other agencies means staff have access to resources and specialist knowledge to meet the specific needs of the individual child and to support inclusion. Resources are plentiful, easily accessible and cover all areas of learning. These include a sufficient range to promote respect for diversity. Although the setting does not have direct access to an outdoor play area, outdoor activities are regularly featured in the programme. Parents are successfully involved in their child's learning. They contribute to celebrations, special events and are included in the ratio for outdoor play during most sessions.

All staff are involved in the self-evaluation process which is based on appropriate

levels of monitoring. It provides an accurate diagnosis of the strengths but fails to identify a number of significant issues. Parents' views are sought through the use of questionnaires. Overall, parents comment highly on the provision but suggest their children take part in trips or outings. Although the input from parents is welcomed, this feedback is not used to its full effect to inform the settings self-evaluation in order to secure further improvements.

The quality and standards of the early years provision and outcomes for children

Overall, children are sufficiently supported to make steady progress in relation to their starting points and secure the skills needed for future learning. Observation, assessment and planning mainly focus on supporting children's language, communication, social and physical skills. Staff do not assess or plan for children's individual learning and development in other areas. As a result, some activities that children undertake are not suitably adapted for their stage of development.

Children are settled. Many confidently choose resources and develop a sense of responsibility by helping to pack them away. They are reminded of keeping themselves safe by not running and how to use equipment safely. Children begin to understand right and wrong through consistent boundaries, explanation and praise. Staff support and encourage children to learn how to resolve their own differences which helps them learn to share and take turns. Children adopt good personal hygiene routines. Staff are on hand to support and develop children's self-care skills and explain the reasons why they need to wash their hands. Children's health is further promoted through the healthy snacks staff provide. Children independently help themselves to fresh drinking water which is readily available throughout the session. Children participate in regular physical activities that contribute to keeping them healthy. Indoors they respond and move enthusiastically to music, action rhymes and songs and scramble over large foam shapes. Frequent trips to the nearby community play area means children are able to further develop their coordination and balance using equipment such as climbing frames.

Many children are confident when using information technology. Most demonstrate good mouse control when playing games on the computer and are able to follow instructions. However, staff do not always take into consideration the individual development needs of each child to ensure that they are not pushed beyond their capabilities. As a result, some children are not engaged meaningfully. They show very little enjoyment of the activity or understanding of what is required. For most part, children's language for communication is supported adequately. Children listen intently to stories and are developing an interest in books as they freely select and handle them with care. Staff ask questions and talk through children's actions during play to develop children's language. Children join in excitedly with action rhymes and songs. Children are given opportunities to practise and develop their emergent writing in a number of situations. Children are encouraged to express themselves creatively, explore and use their imagination in a variety of ways. For example, they paint, draw, design models using construction equipment

and make patterns in the sand or with beads. Children are beginning to recognise colours and use their understanding of size during practical activities. Children find out how things work through role play. They enjoy learning how to operate a crane, using it to lift and move objects. Children have access to a suitable range of play resources and books which show positive images of culture, ethnicity, gender and disability. This helps them to develop an awareness of others and gain an understanding about the wider world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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