

Springfield Pre-school

St John's Ambulance Building, Grasmere Street, SANDIACRE, Derbyshire, NG10 5BD

Inspection date	13/11/2012
Previous inspection date	03/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children feel safe and secure within the setting because they operate a good organised key person system, which also helps children to form secure attachments and promotes their well-being.
- The staff team work well together, they are enthusiastic and very good role models for the children. They are fully involved and support the children well in their play and learning. The children's progress is good.
- Regular self-evaluation by the manager and staff, with the contribution of parents and children, makes sure that priorities for development are identified and acted on in order to promote a good quality of education and care.

It is not yet outstanding because

- The outdoor area is not used as well as it could be to offer children challenges across all all areas of learning.
- The assessment process does not always consistently identify accurate next steps in children's learning.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the main playroom and the outside learning environment.
- The inspector held meetings with the manager of the provision and also completed a joint observation.
- The inspector talked with some of the children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Janice Hughes

Full Report

Information about the setting

Springfield Pre-school is a registered charity and is run by a management committee. It opened in 1960 and operates from the St John's Ambulance Building, Sandiacre,

Derbyshire. The pre-school is open from 9.15am to 11.45am and from 12.15pm to 2.45pm Monday to Friday during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll, all of whom are within the early years age range. The pre-school currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language. There are nine members of staff, seven of whom hold appropriate early years qualifications at level 3. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- consolidate and develop the assessment process so that it consistently identifies accurate next steps in children's learning.
- review and further develop opportunities for children to play and extend their learning in the outdoor environment; paying attention to the seven areas of learning.

Inspection judgements

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

Children are very well supported in their learning and development. Staff are well deployed, enthusiastic and eager to help the children settle and enjoy their time in the group. At registration children are keen to talk about their own home lives and listen with interest to find out about other children's experiences. Staff thoughtfully value all children's contributions and successfully use them to shape the direction of discussions, developing children's communication skills well. Staff praise children who wait for their turn during activities and children's behaviour is consistently good. Staff sit with children during activities and ask questions that make them think and respond and they repeat children's comments to reinforce and extend their learning. For example, when children eagerly take part in using cars in the garage and they spontaneously name colours correctly, staff comment 'That's right, that's a blue car' and encourage them to pick out and name other colours. When doing jigsaws children ask questions about what they see, such as animals or motorbikes. Staff respond and extend children's learning very well, for example, by encouraging them to count, name the shapes and the things they see, which

extends children's knowledge of simple mathematical concepts.

The indoor environment is well-organised and effective in meeting the needs of different age groups and delivering the seven areas of learning. Toys and resources are easily available, so that children can freely choose and access what they want to play with. The outdoor area is also easily accessed, although, there is room to extend how this is organised so that children are encouraged to explore all areas of learning and development whilst outside. Consequently, planning and resourcing of the outdoor environment is less effective than for indoors. Children confidently use the space within the setting to move around and they are aware of when and how it is safe to do so. Children confidently select toys and resources which support their own imaginative and cooperative play, for example, using the investigation area to hunt for bugs using magnifying glasses and talking to staff about what they have found. This allows them opportunities to experiment with equipment in different ways. Children play independently in the home corner well. One example of this is when children gently rock babies to sleep, give them a kiss good night, make their milk and give them a bath. When asked the children repeat verbally what they have done, showing they are understanding their actions and critically thinking about what they are doing, which help them to effectively learn. Children enjoy stories, they sit attentively and listen to these. Practitioners use props to encourage the children to use their imagination and engage well within the story. They answer questions and repeat the end of sentences with excitement. They learn about the beginning and end of stories and about the author. This learning is transferred as the children independently sit in the cosy book area and discuss the pictures in the books and turn the pages carefully.

Many of the children have recently started in the group, therefore, staff are carrying out initial observations on each child to establish what they enjoy doing and noting how they are settling in. They have also gained some useful information from parents on their children's starting points, they have begun to analyse this information by linking these observations to the 'Development Matters in the Early Years Foundation Stage' guidance. This helps the staff to identify where the children are in their own developmental pathway to assist with individual planning. Staff plan effectively for specific groups of children, for example, when staff notice that boys enjoy playing with cars but are not spending time in the creative areas, they add trays of paint with small world cars and trucks, this encourages them to take part eagerly in messy creative activities. This ensures that children progress and participate in all the educational programmes and activities on offer. Practitioners diligently observe children throughout the session, supporting them in acquiring the skills to learn effectively and to achieve well. They assess the children on a regular basis using a variety of assessment sheets. However, these assessment sheets do not always correlate the same information and provide mixed messages about children's overall progress. Therefore, the children's next learning intentions may be missed or inaccurate.

Practitioners form partnerships with parents. Good communication procedures mean that parents have opportunities to share updates about their children and view their child's assessment files. The setting also provides information about the Early Years Foundation Stage and current activities and planning. Parents are, therefore, supported in understanding how to promote their child's learning at home. Practitioners take note of

children's interests, using this information to help ensure they are offered a stimulating learning environment, with activities and resources that capture and engage them. This, alongside the practical planning, helps to ensure that every effort is made to support and extend children's learning across all areas.

Good deployment of resources, both indoors and outdoors, promotes inclusion. A wealth of displays of children's own artwork, visual aids and colourful posters supports children's learning and self-esteem. Staff encourage children to understand and respect the values and differences of others, as they celebrate special events from different cultures and festivals all through the year, including Chinese New Year and Diwali. For example, children make Diwali patterns by using chalks, paint and rice crispies. Practitioners support children in this learning and explain about different festivals well to show children about differences in cultures. This also enables children to better appreciate and understand diversity.

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

Children enjoy their time at the pre-school, running in happily as the dedicated and enthusiastic staff greet them and their parents on arrival. Staff know the children and their families very well and operate a key person system that helps to build close bonds that lead to trusting relationships. Children clearly feel secure and develop confidence as they approach visitors curiously with enquiries about who they are and what they are doing. Staff help children feel a sense of belonging as they talk about their families, what they like doing at home and have frequent discussions with parents in order to respond to the needs of individual children. Staff work extremely well together, adopting a consistent approach to children's behaviour.

The good use of the key worker system and the thoughtful procedures for working with parents help to ensure that all children are secure and form good relationships with practitioners and each other. Practitioners monitor and observe children, paying attention to ensuring that they are happy, their needs are met and they are making good progress. They promote children's independence, encouraging them to explore, initiate their own play and express their ideas. This helps to develop children's skills and positive attitudes to future learning and prepares them well for the transition to school. Children show a sense of belonging and their self-esteem is promoted through praise and encouragement and the reinforcing of positive behaviour. Children share resources and readily include others in their play and discussions. They work well together and are keen to take on responsibility, such as helping to tidy up at the end of the session. New children settle well because practitioners use thorough procedures to find out about their interests and needs, updating these regularly.

All children are well supported in developing their self-care skills. For example, they decide when to have their snack and wash their hands before sitting down to make their choices. They learn about the importance of exercise and physical activity as they participate in

discussions and specific activities to look at the effects of exercise. For example, regular gym and dance sessions. Children are gaining a secure understanding of safety issues and know what is expected of them. For example, they line up, taking care not to bump into each other as they get ready to go to the playground. Staff quickly praise children for their achievements, however small, and use effective distraction techniques to resolve issues. Independence is encouraged and children become independent in their personal care, demonstrating an understanding of keeping themselves healthy as they use tissues and dispose of them immediately in the nearby bin.

Children enjoy a social occasion at snack times as they sit together in small groups and chat about what they have been doing. This helps promote good future eating habits. Staff know children's likes and dislikes and dietary requirements and encourage healthy eating by requesting parents to provide healthy lunch boxes. Drinks are always available to children and they help themselves at any time. Children are interested in activities. Younger children demonstrate developing companionship as they play alongside each other, while older early years children share their play imaginatively. Children benefit from their pre-school experiences, learning how to make friends and how to keep themselves and others safe as they carefully use resources, such as scissors. Children play a large role in their own learning that, combined with staff support, helps build self-esteem and developing skills that will benefit them as they move onto the next steps in their learning and onto school.

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

The management and staff have implemented an effective system to monitor and evaluate their practice and the educational provision. The evaluation includes listening carefully to the views of children, parents and staff and ongoing support from the local authority. Staff receive continuing support from the management and attend a wide range of relevant training courses which leads to better outcomes for children. The active involvement of parents is encouraged through newsletters and questionnaires to elicit parental views and preferences. With the assistance of staff, children also take part in evaluation through completing questionnaires.

Staff have a clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They are also familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Systematic recruitment and vetting procedures, including the successful induction of students and new staff, ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas and for projected outings.

Staff work well in partnership with other professionals, including speech therapists,

childminders and nursery practitioners, in order to fully promote continuity and progression for children. Parents are encouraged to be involved in their children's learning through joining in topic themes and trips.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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

Unique reference number	EY244233
Local authority	Derbyshire
Inspection number	819676
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	52
Name of provider	Springfield Pre-school
Date of previous inspection	03/12/2009
Telephone number	07960983423

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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 that are usually their 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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