

# Springfield Tots Playgroup

Rowley Regis Sure Start, Dudley Road, ROWLEY REGIS, West Midlands, B65 8JY

## Inspection date

Previous inspection date

05/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff have created a welcoming, stimulating and well-resourced indoor environment. Children have easy access to a good range of resources and freely initiate their own play.
- Children form secure attachments in a short space of time, this means they feel safe, settled and are keen to learn. Staff help children learn to be independent and give them regular opportunities to develop skills to manage their own personal needs.
- Children's learning within all activities is effectively supported and extended through the use of discussion and questioning by staff.

### It is not yet good because

- Effective systems for self-evaluation have not been fully implemented to rigorously inform priorities and set challenging targets for improvement.
- Procedures identified to clean and maintain the outdoor environment and equipment are not consistently applied.
- Partnerships with other settings children attend and agencies involved with children are not effectively established to fully support children's learning and development.
- The safeguarding policy does not include details about the appropriate use of mobile phones and cameras in the setting and this is not shared or clearly explained to parents, carers and others.

## 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.

## Inspection activities

- The inspector observed staff and children during a range of indoor and outdoor activities and at snack time.
- The inspector had discussions with staff and looked at some of the children's learning journals and their tracking documentation.
- The inspector held a discussion with the early years lead and the joint leaders within the playgroup.
- The inspector scrutinised documentation including policies, procedures, registers, safety records and samples of planning and assessment.

## Inspector

Julie Preston

## Full Report

### Information about the setting

Springfield Tots Playgroup was re-registered in 2012 on the Early Years Register. It is based within rooms at Springfield Children's Centre in the Rowley Regis area of Sandwell, West Midlands, and is managed by Murray Hall Community Trust. The playgroup serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The playgroup opens Tuesday, Thursday and Friday during school term

times. Sessions are from 9.15am until 11.45am, and 1pm until 3.30pm. Children attend for a variety of sessions. There are currently 15 children on roll in the early years age group. The group currently supports children with special needs and/or disabilities. The playgroup employs three members of child care staff. Of these, all hold appropriate early years qualifications one at level 5 and two at level 3. The group is supported by a qualified teacher and an Early Years Professional.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure the appropriate use of mobile phones and cameras in the setting is included in the procedure to safeguard children, and that this can be clearly explained to parents, carers and others.

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

- review procedures implemented to ensure the environment and equipment remain clean and maintained within the outdoor area
- develop arrangements for sharing information and partnership working with other providers that children attend in parallel with the playgroup and other agencies/services involved with children, in order to fully support children's learning and development
- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

### **Inspection judgements**

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

Staff are dedicated and have a suitable understanding of the seven areas of learning and implement appropriate educational programmes that support children's learning. They provide interesting and challenging experiences that aim to meet the needs of all children. Children enter eagerly into the setting which is set out with an inviting range of resources for them to freely access and make choices. Children settle well in most instances and confidently initiate their own play with staff providing engagement and support as appropriate. Staff offer children a suitable balance of child-led and some adult-led activities, which encourages them to initiate their own ideas and to become active learners. They encourage their social skills in preparation for later transitions to nursery

and school and to help children play well with friends and share toys. Staff are skilled at interpreting the needs of younger children and support older children to develop confidence in carrying out simple tasks and self-help skills independently.

Children are making adequate progress in their learning and development with the support of staff and the broad range of activities, resources and experiences available. Each child has a 'learning journal' which their key person uses to track their achievements, identify the next steps in their learning and plan for how these will be achieved. Termly assessments are then completed and shared with parents to monitor children's progress across all areas, as well as to highlight any areas children may require additional support or extension to meet their development needs. Information is gathered about children's starting points, which helps staff find out about their interests and enables them to begin to plan to meet their individual needs. This is done in liaison with parents to develop partnerships as parents provide information about children within the 'all about me' and the 'I can do' records completed when children initially join the setting.

There is an extensive range of play equipment available to children, which provides learning opportunities across a wide range of subjects. The resources are effectively presented and children have opportunities to make choices in their play and learning as they freely access equipment from low-level storage units. Children freely access the reading area where they can sit on chairs and cushions as they look at books or listen to stories told by members of staff. Opportunities to develop children's learning through questions and prompts are utilised, such as supporting their developing language skills by encouraging children to repeat simple words.

Children are developing their understanding of number, colour, shape and size as they consider what puzzle piece goes where, when completing a number jigsaw supported by staff to order the numbers correctly. Staff also introduce number, weather and days of the week into the daily routine encouraging children to count how many children and staff are here today and what clothing the bear would need to wear on a day like today. Children are learning to develop their imagination and creativity as they cut and stick collage onto paper to transform them into Chinese lanterns as part of the Chinese New Year activities children are currently participating in. Free access to paints and a variety of pencils, crayons and chinks support children in spontaneous early writing skills both inside and outdoors. Children show developing pencil control while attempting to write their names in the snow outdoors and write messages in the writing area provided. The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of young children. Staff have high expectations of all children. They regularly listen perceptively to, observe, and skilfully question children during activities in order to provide extension and develop understanding.

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

A warm and welcoming environment is created throughout the playgroup that provides rooms which are well resourced to support children's all round development and emotional well-being. Staff prioritise children's safety as they conduct daily and annual risk

assessments of the premises to make sure that children are cared for in a generally safe environment. They are very vigilant and constantly supervise the children as they interact with them. Regular evacuation practises further contribute to children being safe whilst in the playgroup. Children demonstrate they feel safe and secure as they confidently approach staff and enjoy being in their company and friendly relationships with their key person are developing. They seek out the familiar adults to share stories, being secure in their company as staff are sensitive to individual children's needs. Each child is supported by a key person whose primary responsibility is to build a secure relationship with them and their parents and to support children's learning. Settling-in is well managed as children quickly form bonds with caring adults who keep in close contact with parents to ensure children do not become too distressed.

Staff are good role models for the children as they lead by example and encourage the children to say 'please' and 'thank you' when being offered their snack. They are deployed well, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Children are encouraged to adopt a healthy lifestyle; they have opportunities provided within each session to participate in physical play in the outdoor area. They are also provided with a healthy snack that includes a variety of fruit or toast and water or squash to encourage them to make choices and encourage healthy options. Staff provide clear explanations to children to encourage them to learn about good hygiene practices, such as, discussing the reasons why they wash their hands to get rid of all the germs they have on them. They encourage children to manage their own personal needs, encouraging them to be independent. For example, children learn to toilet themselves, dress themselves and make choices within everyday routine.

The learning environment is bright, welcoming and attractively decorated. Walls within the base rooms are used to display examples of children's creative work. This helps to promote children's sense of belonging and strengthens their self-esteem. A fully enclosed outdoor area enables children to enjoy fresh air and exercise. However, resources and the environment in the outdoor area had not been suitably maintained. This means procedures implemented are not effective in providing a clean and well maintained environment for children to use outdoors. Appropriate systems have been identified to support children in the transition to school settings including sharing records and participating in visits to actively support children and ease their transition.

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

The setting has had some recent changes in ownership and management with new staff teams created and management structures developed which are in the early stages of implementation. The setting has generally coped well with these changes and improvements have been initiated. For example, performance management systems are due to be implemented. The management has identified the need to monitor staff and manage under-performance, followed by a programme of professional development to help staff to improve their knowledge, understanding and practice. However, self-evaluation is not yet rigorous to take into account the views of staff, children and their

parents to inform priorities and set challenging targets for improvement. This means a clear and successful improvement plan that supports children's achievements over time has not been devised to secure ongoing improvement.

Staff and management have a clear understanding and awareness about meeting the learning and development requirements, whilst ensuring the safeguarding and welfare requirements are addressed. There is a satisfactory overview of the curriculum through monitoring of educational programmes and assessments to ensure a broad range of experiences, to help children progress to the early learning goals. This is based on a secure understanding of the areas of learning and how children learn. Planning and assessment are monitored to make sure they are consistent and display an accurate understanding of all children's skills, abilities and progress. A satisfactory range of written policies and procedures are in place to support the management of the provision. However, the requirement to include details about the appropriate use of mobile phones and cameras in the setting is not included in the procedure to safeguard children or explained to parents, carers and others. This compromises safeguarding arrangements in place within the setting.

Management and staff understand the signs of abuse and are conversant with the procedures to follow to report concerns, as all staff complete training in safeguarding. Staff are vigilant in their supervision of the children and ensure security of the premises is a high priority. They have a good knowledge of child protection issues and who to report any concerns to. All aspects of the environment, both indoors and outdoors, are subject to regular risk assessments and most risks are identified. This ensures children are cared for in a generally safe environment. Appropriate recruitment and vetting systems ensure children are cared for by suitable adults who are enthusiastic and motivated. Children's safety is monitored effectively as staff appropriately supervise the children and carry out regular risk assessments of the premises, environment and equipment. Security within the playgroup is a priority. The arrival and departure of children is closely monitored and visitors to the premises are asked for their identification and requested to sign the visitors book.

Partnership with parents is satisfactory with scope for further improvement as newly established. However, partnerships with other settings children attend and other agencies involved in supporting and developing learning for children with special needs and/or disabilities are not in place. This means information and records are not shared effectively to promote consistency and enhance children's learning opportunities.

## 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

<b>Unique reference number</b>	EY451587
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	811619
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Murray Hall Community Trust Ltd
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

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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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