

Springboard Early Education Centre

Springboard Children's Centre, Trinity Road, Cirencester, Gloucestershire, GL7 1JU

Inspection date	10/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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 play in an interesting and stimulating environment, where the resources are easily accessible and they can make choices about where and what they would like to play.
- There are highly effective partnerships with other agencies to promote consistency and support for children and their families.
- Safeguarding requirements are fully embedded which means that children's well-being is extremely well supported.
- Children develop strong bonds with their key person and as a result they are happy, content and comfortable in their surroundings.

It is not yet outstanding because

- There is some inconsistency between staff in their approach to communicating with the children regarding daily routines, which means that children do not always understand what they should be doing at specific times.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and the outside areas.
- The inspector talked with staff and parents.
- The inspector undertook a joint observation with the manager.
- The inspector held meetings with the manager and the Head of National Childcare from '4Children'.
- The inspector sampled a range of documentation including children's records, policies, safeguarding procedures and risk assessments.

Inspector

Hannah Hornig

Full report

Information about the setting

Springboard Early Education Centre is owned by '4Children' and registered in 2013 on the Early Years Register. It is one of six settings managed in the area by '4Children' and is part of Springboard Children's Centre in Cirencester, Gloucestershire. The setting offers morning and afternoon preschool sessions for children aged from two years. The setting operates from a large playroom connected to the local primary school. The playroom has direct access to a covered courtyard, extending into a digging area, playground and a climbing and clambering garden. The setting also has access to the wooded/natural area, the school field, large playground and school hall. It opens each weekday during term time between 9 am and 12 noon and between 12.45 pm and 3.15 pm. There are currently 27 children from two years to under five years on roll. The setting currently supports a number of children with special educational needs and/or disabilities and children learning English as an additional language. There are five members of staff in the setting, of whom three have an early years qualification to at least level 3. The setting has a close working relationship with the support agencies within the children's centre, including a speech and language therapist and community family support workers. The setting receives funding for the provision of free early education for children aged two, three and four years old.

What the setting needs to do to improve further

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

- ensure all staff consistently use the same approaches to communicate routines of the day with children.

Inspection judgements

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

Children really enjoy their time at the setting and have lots of fun as they play. Staff provide interesting play opportunities that support children's development and extend their learning. All the areas of learning are covered well through carefully planned activities which are based on what the children know and are interested in. Staff have completed training in the 'Every Child a Talker' programme and as a result, children's communication and language skills are developing well. Staff speak to children clearly and extend their vocabulary. They ensure that they interact with them at their level including lying on the floor to talk to the youngest children. They provide a visual sign for 'push' to extend children's understanding when children try to manoeuvre cars along a track.

Children have a stimulating book corner where they can read from a range of poetry, fiction and non-fiction books. They can retell stories using a range of puppets, props and additional resources which develops their literacy skills. Staff encourage the older children

to join in with whole group storytelling. They make signs and talk through a well-rehearsed script and delight in signing and saying the 'big bad wolf' using different voices to depict different characters. Children develop their early writing skills as staff provide easy access to writing materials inside and outside in different role play areas. They draw their own story maps for a story about emergency vehicles. Children with English as an additional language are also supported to understand stories in their home language. Children 'write' lists and use numbers as they count the real vegetables they would like to buy at the shop and say 'I need some little sprouts, onions, two carrots and three potatoes'. Staff use numbers and measures such as whole or half as they play with children which develops children's understanding of mathematics.

Staff help children to develop their personal, social and emotional development through good role modelling. Children are surrounded by positive images of children with disabilities and diverse families playing together. They encourage children to play nicely together saying 'we don't want to hurt our friends' and they support them to take turns. The staff support children to share the bikes using sand timers. The children respond really well to this and thoroughly understand the expectations of play. The setting has systems in place to support children's understanding of the daily routines, however not all staff are always consistent in their approach to helping children follow and understand routines. For example, during an outdoor play session some children were not aware that their play time had come to an end and therefore continued to play.

Children develop their physical skills as they play with a range of equipment inside and outside. They have opportunities to run and throw bean bags at targets outside. Inside they practise their small motor skills as they use scissors for cutting cardboard and knives to chop carrots in the role play kitchen. Children enjoy finding out about the world around them. They act out real life situations such as pretending to be the shop keeper. They talk about wet sand and use words such as 'sticky' to describe what they can feel. They skilfully control the computer mouse to complete a counting programme on the computer and use telephones and cameras in their play. Staff challenge the children to solve problems to extend their critical thinking and encourage them to work together. For example, children suggest ways to retrieve a toy dog that has got stuck on the roof of the play shed.

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

All children arrive eagerly at the setting and are enthusiastic to learn. Children are highly confident as they approach adults and engage in conversations with them. Staff offer lots of positive praise for their efforts and achievements such as celebrating what a child has achieved at home. They sing songs to celebrate achievements from another setting and hand out stickers to all the children for good story telling. They are attentive to their needs and support extremely secure attachments. Staff know the children very well and are able to meet their care and learning needs effectively. They support parents extremely well with issues at home such as toilet training or behaviour. Children thrive in the setting and enjoy the exciting experiences offered as staff give consistent support and provide an environment that meets their learning and development needs very well.

An effective key person and buddy system ensures that nurturing relationships are formed between staff, children and their families to promote an excellent level of well-being. All children have access to a rich outdoor environment in all weathers, where they are challenged and learn to take risks safely as they play with a vast array of high quality resources. They use bikes and scooters and balance as they learn to climb the steps of the slide. Children demonstrate through their behaviour that they feel very safe and secure within the setting. They behave exceptionally well because they are settled. Staff build respectful and caring relationships with all the children and are able to offer parents timely support if required from the family support workers attached to the children's centre.

Children learn about safety as they engage in activities where there is an element of risk. Children learn to chop the fruit for snack time with a sharp knife and they know to put their knife back in the box at the end so that they keep themselves safe. Staff remind children 'not to go in very deep puddles' and explain that when they are walking to go outside they should go 'carefully and slowly and look after their friends'. Outside during a challenge children were reminded to check that no one was in front of them when they threw an object to retrieve a cone from a tree. Children are very effectively learning about self-care as they are encouraged to change their socks by themselves when they get wet outside.

Snack time is a social occasion where the older children are encouraged to be independent in pouring their own drinks and clearing away their plates. These are skills that children will need when they move on to school in the future. The setting has a high focus on working together with families. Regular meetings and discussions with parents provide opportunities for parents to talk about concerns they have about their child's social and emotional development. The setting has highly effective systems to support children's development at home. Parents say 'we receive regular letters with ideas'. The setting lends books about emotions or 'saying please'. They also provide games to those families needing support with teaching their children certain skills such as sharing.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have good procedures for checking that staff are suitable to work with children and these are routinely monitored. Robust procedures are in place for the recruitment, induction and supervision of staff which ensures that they work closely as a team. All staff are able to contribute to the evaluation of their practice and the improvements. They speak highly about the support that the manager provides, including feedback from observations she has made of their practice.

Staff demonstrate a clear understanding about safeguarding procedures and they know what to do if they have any concerns about a child in their care. These procedures are also shared with families when they first visit with their children at the setting. Risk

assessments are carried out to ensure that the environment and activities are safe and secure for the children.

The manager and provider demonstrate a clear understanding of their responsibilities in meeting the learning and development requirements. Learning journeys and 'To and Fro' books are completed regularly. These demonstrate that the staff know their key children well and work closely with parents to highlight children's next steps and interests. Staff complete progress checks for children aged two years and share these with parents, which helps to monitor those children requiring extra support. Staff use the 'Every Child a Talker' monitoring sheets to ascertain children's communication and language needs. Timely interventions are secured to support children including using the 'Letters and Sounds' phonics programme.

The setting seeks to gain the views of the children. Staff ask the children their opinions about issues that affect them, such as changing the position of the snack table. They also send 'Dinosaur Dave' home with the children to find out what the children like doing at home. This information is recorded in a book and, in this way, the children's interests are incorporated into the activity plans.

Parents' views are regularly requested and staff work hard to accommodate their suggestions. The outcomes of the consultations are shared with parents. A parent forum has been set up following the most recent consultation. Detailed notice boards help keep parents up to date. They show which themes are being covered in the setting and the latest communication signs that the setting is teaching the children. Partnerships with other settings are clearly established. The setting regularly shares information with any early years setting that a child attends, including other nurseries or childminders. This ensures that all adults are able to contribute to children's learning and development.

The manager and staff are dedicated to providing good quality childcare. All staff contribute to the evaluation of the setting through regular discussions at staff meetings. The settings self-evaluation lists further improvements. These include a project proposal to work together with the local community to create a fruit and vegetable stall and further training for staff on behaviour management. There is clear direction and enthusiasm from the manager and this motivates the staff. In addition, parents say that all staff are 'nice and very welcoming'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY463858
Local authority	Gloucestershire
Inspection number	934460
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	27
Name of provider	4 Children
Date of previous inspection	not applicable
Telephone number	01285 640 964

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

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.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

