

# Springfields Pre-School Ltd

Terrapin Hut, Tudor School, Tudor Road, Sudbury, Suffolk, CO10 1NL

<b>Inspection date</b>	05/12/2013
Previous inspection date	20/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff have a thorough understanding of how children learn and develop and they use this to plan activities that encourage children's strong development across all the areas of learning.
- Children make particularly good progress in their personal, social and emotional skills. This is because a strong key person partnership with parents is established and children's unique needs are quickly identified.
- The environment is well resourced and arranged creatively, providing ease of access to indoor and outdoor activities throughout the day. This means that children benefit from a wider range of play and exploration opportunities.
- There are robust safeguarding and risk assessments procedures in place. Therefore, children feel safe and secure and this promotes their well-being.

### It is not yet outstanding because

- Children are very capable at taking care of their personal needs and use the toilet independently. However, the organisation of the bathroom to accommodate nappy changing sometimes means that this is less effective.
- While very good information is readily available to parents, this is not consistently reviewed to ensure parents are provided with the most up-to-date information.

## 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 children's activities, both indoors and outdoors.
- The inspector held discussions with the manager and talked to children and staff throughout the inspection.
- The inspector carries out a joint observation with the manager.
- The inspector looked at a sample of documents, including policies and procedures, children's records, evidence of suitability of staff and recruitment procedures.
- The inspector took into account the views of the parents spoken to on the day of the inspection.

## Inspector

Lynn A Hartigan

## Full report

### Information about the setting

Springfields Pre-School Ltd was originally established in 1973. It re-opened as a limited company on the Early Years Register in 2012 and is managed by a board of directors. It operates from a dedicated mobile classroom in the grounds of Tudor Primary School, in Sudbury, Suffolk. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term. Sessions are from 8.55am until 11.55am and 12.05pm until 3.05pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds.

The pre-school employs eight members of staff. Of these, the manager holds a qualification at level 4 and four other staff hold qualifications at level 3. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is a member of the Pre-school Learning Alliance and 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:

- enhance the procedure for nappy changing to ensure it is effective and does not have an adverse impact upon children taking care of their personal needs successfully
  
- ensure the very good information that is available to parents is effectively updated, so that they have access to the most current information at all times.

### Inspection judgements

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

Children make good progress across all areas of learning and in particular their social, emotional and physical development. This is because staff have a strong understanding of children's needs and of child development. As a result, the quality of their teaching skills is good and staff fully support children in making progress. This is successfully achieved through group activities and one-to-one experiences. Staff are enthusiastic and this is reflected in the motivation and enthusiasm of children as they participate in a wide variety of activities. Children are actively engaged in their learning, making decisions and accessing resources independently. They are able to choose whether they play indoors or

outdoors. Staff are gentle and calm in their manner and their caring attitude helps children to feel safe and secure and ready to learn. Effective use of observations and assessments identify children's achievements. Children's communication and language development is supported well. For example, staff hold lively conversations with children and are skilful in the questions they ask enabling children to think and express their own thoughts. Daily listening and speaking activities are well matched to children's developing abilities and interests. Activities, such as using shaving foam to make patterns, painting and the use of writing materials in all areas of play, promotes children's early writing skills. Even very young children are engaged and focus very well on interactive stories. They show a good awareness and love of books and concentrate for some time enjoying stories, all good skills in preparation for school.

Children are able to access outdoor play whenever they choose. Their learning outdoors is promoted well and they now have many more opportunities to explore and discover living things. This is because a sensory garden has been created and provides children with good experiences to bug hunt and grow plants and vegetables. Their physical skills are promoted well as they use a variety of equipment to support their developing needs. Children are able to run and ride trikes at speed as they negotiate space and are supervised well. They play well together, for example, young children sit in the cosy area and chatter. Children make decisions together and have fun using their imagination using a small playhouse and play people, taking turns and helping one another. Designated learning areas, such as a mathematics table, are used very well. Number language, shapes and numbers are used in all aspects of the children's play and they can now access a good selection of resources that support their understanding of mathematics.

Parents are positively encouraged to contribute to and support their child's learning at home. For example, a home link book is effectively used to document children's ongoing development. The use of a 'Wow' board also encourages parents to share their children's achievements. Staff use this information to plan for children's interests and build on what they already know. Children's progress records clearly show how they are progressing and their next steps in learning. Daily discussion, parents' meetings and the use of home link books enable parents to have a clear insight to their child's progress. Parents are also provided with opportunities to become involved in their child's learning as they are given information, such as letter of the week and participate in the lending library to support their child's interests.

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

Good settling-in procedures are in place to ensure children feel safe and welcomed in pre-school. Children have formed close attachments to their key person and they are greeted with a smile and a cuddle for reassurance. The pre-school has a warm, homely and friendly atmosphere, with staff offering support to both the children and their parents making the transition from home to pre-school a positive experience. Staff speak calmly to the children. For example, they are gently reminded to 'use indoor feet' when they run in the playroom. Children are well behaved and polite. They are happy to be at pre-school and have made friends with their peers. Children chat happily to visitors as they are confident and feel secure. This supports children's emotional well-being. Documents are in

place to record children's accidents and any medication administered. Good policies and procedures are in place to ensure children are well cared for in the event of an emergency. Most staff have completed first aid training, therefore, children's welfare is protected.

Children are able to play in a safe environment as daily risk assessments take place. However, children are supported to think about their own safety. For example, they are encouraged to think why it is not a good idea to run indoors or carry toys down the steps in the garden. Children help tidy away and are clearly familiar with routines that keep them safe. Staff monitor the doors closely when children arrive and depart. Children are becoming more independent during snack time as this has been recently reviewed and continues to develop to maximise their abilities to self-select and prepare their own snack. They are able to pour their own drinks and water is readily available throughout the session to ensure they are not thirsty. Children use the bathroom independently, however, staff are always on hand should assist if required. They know to wash their hands before snack. While nappy changing is effective to ensure children are protected from cross-infection, the organisation of the bathroom at this time restricts others using the bathroom.

Effective systems are in place to support children who may attend another setting in addition to the pre-school. For example, with parental consent, progress records are shared to ensure continuity of care. Children moving on to school are prepared well for the transition. For example, activities and discussions take place regarding school. Visits to school are arranged with the children and the key person. Primary teachers are invited to visit the children in their familiar surroundings of the pre-school. Children learn to manage their own coats and shoes, listen in group activities, such as music and movement. All good skills in preparation for their next stage of learning.

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

The manager and her team of staff all have a clear understanding of their responsibilities to meet the safeguarding and welfare requirements. The safety and welfare of children is a high priority. Safeguarding policies and procedures are reviewed and staff understand their individual responsibility in reporting child protection concerns if necessary. This is further enhanced as most staff have completed some safeguarding training. All staff have completed relevant checking procedures to ensure their suitability to work with children. Recruitment is sound and a thorough induction programme is completed.

Good opportunities are in place to supervise and support staff. Training is positively encouraged and several members of staff are currently training to a higher qualification. Staff are motivated and have high expectations for the children in their care. The manager regularly observes staff and as part of the self-evaluation process, staff members observe one another's practice. The team reflect on their practices and strive to deliver high quality care and learning. They listen to the children's comments and ideas. Parental questionnaires are used to invite comment and suggestions on improving the service that is provided. An example of this following parents' request, is the use of a development

check within the children's learning journals. Staff now provide forms that clearly document the child's progress during the term.

Effective partnerships have been established between the setting, parents and other agencies involved with the child. Meaningful information is provided in several ways to ensure a child is fully supported. For example, newsletters, home link books, arranged meetings and by the use of a parents' notice board. However, this is not consistently reviewed to ensure information displayed is the most up to date. The pre-school positively encourages parents to stay and get involved with their children's learning if they wish. Inclusive practice is fully embedded and good partnerships with external services ensure that children with special educational needs and/or disabilities are provided with the necessary support. Parents speak highly with regard to all practices at the pre-school. They comment on how easily their children settle and the good progress they make.

## 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

<b>Unique reference number</b>	EY456088
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	941843
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Springfields Pre-School Limited
<b>Date of previous inspection</b>	20/05/2013
<b>Telephone number</b>	01787 311320

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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, 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.

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