

Springboard Nursery

The Bloc, Haltemprice Court, Springfieldway, ANLABY, East Yorkshire, HU10 6RJ

Inspection date

Previous inspection date

23/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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|--|---|
| 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

- The quality of the teaching is good. Staff ask searching questions to explore children's understanding and develop their thinking skills further. This notably enables older children to make a full contribution to activities through conversations and group discussions.
- Partnerships with parents are good. Staff make home visits and use information from parents and other professionals to identify and act upon targets for further improvement. As a result, there is very effective information sharing.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children about the boundaries in place.
- The leadership and management are good because leaders ensure staff are fully aware of their safeguarding responsibilities and recruitment is robust. Leaders monitor all the areas of practice and are committed to developing the nursery for the benefit of the children.

It is not yet outstanding because

- There is scope to strengthen opportunities for children to engage in an even wider range of experiences to promote their early writing skills, such as writing in the role-play areas indoors and outdoors.
- There are occasions when some staff miss opportunities to extend younger children's communication skills to the optimum level, in particular during circle time.

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.

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 both rooms and in the outdoor environment. A tour of the premises was completed and she also observed the lunchtime arrangements.
- The inspector checked evidence of staff suitability, training certificates, parents' questionnaires, policies, procedures and the nursery's self-evaluation and discussed the development plans.
- The inspector looked at a range of documents in each room, including observations, planning, children's development files and the tracking of their progress.
- The inspector completed a joint observation with each of the room leaders. She also had discussions with the manager and proprietor and the staff at appropriate times during the inspection.
- The inspector took into account the views of parents and children spoken to on the day and through their written feedback.

Inspector

Caroline Stott

Full report

Information about the setting

Springboard Nursery registered in 2013. The nursery is owned by a private provider. It operates from a two-storey purpose built building in 'The Bloc' in Anlaby on the outskirts of Hull. Children are cared for in two rooms over two floors and there is an enclosed area available for outdoor play. There is lift access to the first floor. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Opening times are Monday to Friday from 7.45am to 6.15pm all year round, except for bank holidays and a week at Christmas. The nursery employs 16 staff. There are 12 members of childcare staff. Of these, the manager holds an early years degree and 11 staff hold appropriate early years qualifications at level 2, 3, 4 and 5. The nursery also employs a cook, a handyman and two students. There are currently 68 children attending who are within the early years age group. The nursery serves the local area and is accessible to all children. It also offers care for school age children with a drop off and pick up service. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. Children attend for a variety of sessions. The nursery supports a number of children with special educational needs and/or disabilities. It 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:

- extend children's opportunities for writing for different purposes indoors and outdoors, for example, in the role-play areas
- enhance younger children's circle time by all staff fully embracing some familiar songs and action rhymes to promote children's communication skills further, for example, by using visual prompts.

Inspection judgements

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

The quality of teaching is good as staff effectively promote the children's learning and development across all seven areas of learning. Children are supported well because staff successfully implement the Early Years Foundation Stage in their daily practice through a balance of child-led and adult-initiated activities. Children play a key role in their own learning through contributing their ideas and developing independence and control over their choice of activities. This excites and sustains their interest, motivating them to become active learners with enthusiastic attitudes. Staff challenge older children's thinking through effective questioning that extend and develop their learning. For example, an activity to make play dough is extended as senior staff ask 'what could we do now it is

sticky?'. This enables children to communicate their ideas and anticipate what might happen. Younger children's curiosity in playing with toys alongside their peers is promoted through skilful staff demonstrating how small world play resources work. This means children's understanding is supported through gestures and hands on play together. This helps younger children to learn from others and recreate experiences through body language and sounds. Staff complete regular observations and closely assess what children like to do and plan stimulating experiences that support children's development. Individual learning profiles are in place for all children and show the progress they are making in their learning and development. The children's play is evaluated regularly to identify their next steps in learning and inform the planning. As a result, children are supported and make good progress from their starting points.

Older children's communication skills are promoted well by staff. They encourage children to share what they know through good conversations and group discussions. For example, the phonic session supports children to listen and repeat initial sounds of familiar names and words. This enables older children to express themselves effectively in a range of situations. Older children are keen to show their knowledge of how to use information and communication technology, such as a tablet computer. Toddlers explore different paints and media, such as glitter. They investigate and experiment, and use brushes and their fingers while supported by ever watchful staff. Staff praise children's representations well and promote colours and textures to boost children's understanding. Babies are stimulated by staff reading books with finger glove puppets. Staff move and wiggle fingers as they read, promoting animal sounds that correspond. This helps babies explore by exciting their senses. These experiences effectively support children's understanding of the world and promote learning some skills for the future. However, there is scope to provide more regular opportunities for children to use their early writing skills for different purposes, such as in the role play in and outdoors. Also, at circle time some staff do not seize on every opportunity to extend the younger children's communication skills. For example, through enthusiastically using familiar songs and action rhymes using visual prompts.

Partnerships with parents are good. The nursery encourages an 'open door policy' that fully promotes parents to have regular settling-in visits with their children. Parents are involved in their children's learning and are very complimentary about the activities and resources children access. Parents of children with special educational needs and/or disabilities are regularly invited into the setting to discuss individual learning plans and create appropriate realistic targets for children to support their progress further. Staff share information and ideas to also help parents to continue supporting their children's learning at home. Staff offer home visits and use information from parents and other professionals to develop initial and continual next steps for children's learning and development. Consequently, there is good communication and very effective information sharing to successfully meet the changing learning and care needs of each child.

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

The key-person system is established and children remain with the same key person throughout their time in the nursery. This helps all children to settle, especially babies and children with special educational needs and/or disabilities. This gives children a secure

base to return to should they need reassurance. This means that strong bonds and sound emotional attachments are created between the staff and children. Children arrive excitedly at the start of the day and are pleased to see their friends. Staff give their time to children and parents from the minute they arrive. This supports children to feel at ease to talk and interact with their friends, staff and visitors. Older children and staff engage in a wealth of conversations about their weekend and the school teacher visit. Children independently access the wide range of resources and choose what to play with, eager to explore their surroundings. Older children imaginatively embrace caring for dolls and dress up and use props effectively in their role play. Younger children investigate sand and staff encourage them to tidy up well at the end of the session. Babies explore the ball pool and pull themselves up on equipment. This aids their movement and coordination. As a result, the staff create a warm and welcoming atmosphere that aids children to learn through play and inviting activities.

Children's behaviour is good. Younger children are supported how to learn to play together and cooperate and take turns. This helps them to learn about the needs and feelings of others through sharing, kind play and helping. Staff are good role models, they use calm and caring voices to talk to children and explain clearly the behaviour that is desirable. For example, staff explain not to climb on resources or pull at folders on the window sill. Staff elaborate that this will hurt and distract younger children well by stimulating their interest in other toys. As a result, children learn about simple safety rules. Older children behave well and clearly understand the rules and boundaries of the nursery. Staff use a lot of praise and celebrate children's successes, this builds their self-esteem and confidence. Consequently, children learn what is right and what is wrong from an early age. Older children's physical development is provided for through free flow access to the outdoor area. Younger children have daily outdoor access to support their healthy lifestyle and physical development. Children are provided with a good range of equipment to develop their physical skills and staff gently remind them about safety rules when playing on the slide. The cook prepares healthy meals and staff use these times to encourage children's independence skills, appropriate to their ages and stages of development. For example, older children are encouraged to serve themselves their lunch. Children are learning how to pour their own drinks and make choices in the food they prefer. Older children are taught to wash their hands independently and younger children are helped by staff. All these practices help children to develop skills for the future.

Children's moves into and through the nursery and onto school are supported well. Initial information is gathered from parents and accepted from other early years providers and used by key persons. This means staff gain valuable knowledge of where children are in their stage of learning and development. These early observations enable key persons to plan learning experiences for children's interest. The nursery has established good links with the local schools and children's centres. The nursery invites local school teachers to visit and requests visits to the schools. School uniforms in the dressing up and role play area enriches children's knowledge of where they are going. As a result, older children's confidence and self-esteem is clearly high, which stands them in good stead for their move from the nursery to school.

The effectiveness of the leadership and management of the early years

provision

The leadership and management are good. The proprietor, manager and staff have a good understanding of their role and responsibility to safeguard children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. Recruitment is robust and regular training keeps them up to date with current policies and procedures. All childcare staff hold relevant qualifications and complete safeguarding training and first-aid training. All staff and students are subject to identity and suitability checks when they are recruited. This includes the cook and handyman. Thorough safeguarding procedures and guidance are in place, including the nursery's safeguarding policy and detailed risk assessments. The nursery has thorough policies in place and staff share policies and procedures with parents to ensure they are fully aware of the practices. Policies and procedures are continually updated to take into account any changes. There is a code entry system to ensure only those authorised to enter the nursery, do so and staff check visitors identity. This means that children are well protected in the nursery.

The proprietor and manager are well-qualified and experienced; they form a relatively new management partnership and work well together. They demonstrate a secure understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. The staff work well together and clearly enjoy their roles and responsibilities. They are focused on providing children with a broad range of experiences through a good level of teaching. Children's learning is assessed on entry and checked throughout their time in the nursery. Tracking documents are completed so children with identified needs are supported to meet their individual targets. The senior staff monitor and ensure key persons give an accurate overview of the children's progress. The manager regularly observes staff performance and room leaders monitor their own team's practices. This creates a strong attitude of teamwork and supports each member of staff to have a clear focus to develop their knowledge and understanding. Team meetings ensure staff focus on areas of practice, such as safeguarding and supporting two year old children. In addition, staff have regular supervision meetings, these inform personal development plans and training is sourced to enable staff to learn new skills and update their knowledge. As a result, staff are continually developing themselves to provide good quality care and education.

Good relationships with parents, external agencies and other providers are established. Staff work with families and a range of other professionals and use their knowledge of the children to shape each child's individual settling-in process. Children with special educational needs and/or disabilities are well supported as staff work effectively with external agencies and other professionals, such as physiotherapists to ensure children's individual needs are met. Health visitors from the local children's centre visit parents in the nursery and the manager attends meetings as required. This partnership working assists staff to support children in all aspects of their individual needs and learning and development. The management team has completed a detailed self-evaluation. Staff listen to parents' views and obtain these regularly through parent questionnaires. Parents feel staff are very approachable and highly praise the high standard of care. Staff are aware of

the setting's strengths and areas they want to further develop. This means the capacity to keep improving is good.

The Childcare Register

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| 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 | 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

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| Unique reference number | EY469202 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 949370 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 98 |
| Number of children on roll | 68 |
| Name of provider | Gail Heelas |
| Date of previous inspection | not applicable |
| Telephone number | 01482 353898 |

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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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