

Springfield Bees Preschool

Perryfields Community Hall, Springfield, CHELMSFORD, CM1 7PP



Inspection date

22 January 2015

Previous inspection date

10 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff understand how children learn. They implement secure observation, assessment, and planning procedures, which contribute to children making effective progress in their learning and development.
- Children are provided with a wide variety of interesting activities that interest them and offer sufficient challenges. Consequently, children are keen to explore and investigate.
- The manager has a clear vision and drive for excellence. Procedures are in place to support the staff team to continually improve and support their skills and knowledge.
- The manager and committee work closely together when recruiting new staff members. Secure procedures in place and background checks completed ensure only the most suitable staff are employed.
- Children are developing good communication and language skills, including those learning English as an additional language.

It is not yet outstanding because:

- Staff do not always maximise opportunities for children to practise their early-writing skills in everyday play.
- Children sometimes become restless while preparing to play outdoors as a result of the organisation of this activity.

What the setting needs to do to improve further

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

- enhance the daily routine when children prepare for outdoor play, for example, by reducing waiting times to ensure that children do not become bored and restless
- enhance the already good opportunities for writing by consistently providing writing materials in all activities, for example, during role-play and outdoor activities.

Inspection activities

- The inspector observed activities in the main hall and the outside play space.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, and spoke to children and staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation and some written policy documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the providers self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynn A Hartigan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The manager and her staff understand how children learn and are focused on helping them develop the skills they need for future learning. Teaching is good as planning is flexible and activities support children in their next stages of learning. Staff support children to develop their own ideas. Good interaction from staff encourages conversation and they are skilful in how they ask children questions to promote children's communication. Consequently, children are confident talkers. Children show interest in sensory play activities, For example, they play for long periods using tea bags and water, they excitedly tell you what happens when you mix them and describe the feel and smell. Children use the role play well. They enjoy dressing babies and using props to dress up, acting out real-life scenarios. While children are encouraged to develop early-writing skills, they are not able to consistently practise these skills. This is because they do not always have access to paper and writing materials in all activities, such as the home corner.

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

Children are happy and confident. They register their own attendance and settle quickly at an activity of their choice. They are able to self-select resources and initiate their own games. They have formed close attachments to their key person and enjoy cuddles while reading a story on their lap. Children develop independence skills, for example, they are able to take care of their personal needs and serve their own healthy snack. Younger children are gently reminded to wash their hands and are supported by the staff. Staff are consistent with regard to behaviour management. They talk calmly and at children's level reminding them to use walking feet indoors so as to avoid bumping into their friends. As a result, children's behaviour is good. Children are learning about the importance of a healthy lifestyle. They use the school playground to develop their physical skills and play in the fresh air. However, the routine at this time means some children who are able to dress themselves quickly have to wait for their friends and become bored and restless.

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

The manager and committee work effectively together and have a good understanding of their responsibilities. A broad range of learning opportunities are provided within the educational programme. The manager monitors the quality of staff practice and children's development. This means any concerns or gaps in learning are quickly identified. Staff are provided with regular supervision to support and discuss possible training. The manager is fully aware that this has a positive impact on staff practice and for children's learning and development. Staff have established good relationships with parents. They regularly share information with them about their children's progress and parents contribute what they know their children are learning at home. Parents are complimentary about all aspects of the pre-school. Staff have formed strong relationships with other early years settings and work collaboratively to form assessments of the children's progress.

Setting details

Unique reference number	EY430190
Local authority	Essex
Inspection number	979798
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	50
Name of provider	Springfield Bees Pre-School
Date of previous inspection	10 June 2014
Telephone number	07528 651840

The Springfield Bees Pre-School was registered in 2012 and is managed by a committee. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and level 6. The pre-school opens from Monday to Friday during school term. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for three- and four-year-old children.

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