

# Springfield Pre-School

St John Ambulance Hall, Grasmere Street, Sandiacre, NOTTINGHAM, NG10 5BD



<b>Inspection date</b>	11 January 2017
Previous inspection date	13 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team is committed to achieving high-quality provision. They have clear responsibilities that assist in the smooth running of the pre-school. They delegate tasks according to skill and knowledge levels, identifying the best person for particular roles.
- Staff promote a very positive family atmosphere within the pre-school. Children demonstrate that they feel very comfortable, safe and secure.
- Staff provide a good range of activities to help children to learn how to keep themselves safe. For example, they discuss fire safety on bonfire night and organise visitors, such as firefighters and police officers, to talk to the children.
- Staff organise the environment well to promote children's development. They set out a good range of toys and resources to support learning both indoors and outside.

### It is not yet outstanding because:

- Staff do not consistently give children enough opportunities during the session to fully engage in their self-chosen play.
- Staff do not always focus enough on providing children with high levels of challenge during activities so that they always build as much as possible on what children can already do.
- Staff have not developed highly successful strategies to fully encourage parents and carers to share information about their children's learning and development at home.

## What the setting needs to do to improve further

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

- review the organisation of the session so that children are always given full support to develop high levels of engagement during their self-chosen play
- enhance teaching to provide children with greater levels of challenge during play so that they make more rapid progress
- strengthen partnerships with parents and carers to encourage them to share more information about their children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector discussed the procedures for self-evaluation and the priorities for improvement.
- The inspector spoke to parents and carers during the inspection and took account of their views.

### Inspector

Justine Ellaway

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has recently enhanced the professional development system. The manager has regular one-to-one meetings with staff to discuss issues and any support they require. The deputy manager thoroughly evaluates the quality of teaching and quickly identifies where it needs to improve. The management team provides effective coaching to raise the performance of staff. The pre-school staff and management demonstrate a strong capacity to improve. The arrangements for safeguarding are effective. Staff know what they should do if they have any concerns about children's safety or welfare or the practice of other staff members. There is always a high number of staff and they organise themselves effectively to provide good levels of supervision. The manager makes regular checks on the progress of children to identify any gaps in learning. The pre-school works effectively in partnership with other settings and professionals to ensure they meet children's needs.

### Quality of teaching, learning and assessment is good

The well-qualified staff team uses their skills to provide good quality support that helps children to move forward in their learning. They communicate well with each other so that all staff know what children need help with in terms of their learning. Staff plan a varied range of activities with a clear focus on helping older children to develop the skills they need for school. For example, older children learn the sounds letters represent and how to write the alphabet. Staff clearly establish what they want children to learn from activities so that they can ensure they are appropriately resourced and supported. For example, children enjoy experimenting with different craft resources to learn how they can extend and refine their own artwork. Staff share a useful range of information with parents and carers so they can engage with their child's learning.

### Personal development, behaviour and welfare are good

Staff give good levels of reassurance to children who are new to the pre-school while encouraging them to develop their independence. Staff model friendly and positive relationships. As a result, children's behaviour is exemplary. They develop very good friendships with each other. They make their needs known in a sensitive manner, which diffuses any potential disagreements. Staff support children's understanding of how to keep themselves healthy effectively. For example, when children participate in exercise, staff talk about the impact of this on the body. There are good links with the schools children move on to, which staff use well to help prepare children for changes ahead.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Children settle quickly and develop very good social skills. Children clearly demonstrate that they understand what is expected of them. For example, they listen and take turns during conversations. Children make purposeful choices about their play. Children have good imaginations. They initiate their own play and collaborate with others to keep the play going. Children learn to predict and experiment with confidence. Children are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY244233
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1059635
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Springfield Pre-school Committee
<b>Registered person unique reference number</b>	RP520967
<b>Date of previous inspection</b>	13 November 2012
<b>Telephone number</b>	07960983423

Springfield Pre-School opened in 1960. The pre-school employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications, seven of which are at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm and from 12.45pm until 3.45pm. Lunch club is offered from 12.15pm until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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