

# Springfields Pre-School Ltd



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

<b>Inspection date</b>	9 February 2017
Previous inspection date	5 December 2013

<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

- Management demonstrates a strong commitment to continuous improvement and working towards excellence in all areas. They have high expectations for the provision and the quality of care and learning for all children. Staff are enthusiastic, motivated and work well together as a team.
- All children on roll make good progress from their starting points. Management and staff monitor children's progress effectively. Any gaps in their learning are quickly identified and managed.
- Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They engage children in conversation, challenge their thinking and give them time to consider questions before answering.
- The key-person system is implemented well. Key persons build friendly and trusting relationships with parents and children. They make sure that children's care and learning needs are met at all times.
- Partnerships with parents are well established. Staff work effectively to support parents to remain actively engaged in their children's learning, in the pre-school and at home.

### It is not yet outstanding because:

- Staff do not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.
- Staff have not fully explored all ways to support children's understanding of each other's similarities and differences, and to learn about people and communities beyond their immediate experiences.

## What the setting needs to do to improve further

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

- make the most of opportunities to help children hear and say the initial sounds in words correctly, further promoting their early reading skills
- provide children with more opportunities to develop an understanding and appreciation of similarities and differences between themselves and others, and among families, communities and traditions.

### 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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider and deputy manager.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school. She also talked with management about the self-evaluation process.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Reflective practice is embedded into the self-evaluation process. Management seeks the views of staff and parents when planning for improvement. Identified plans are in place, in order to bring out continuous improvement to the quality of care, teaching and learning. Staff professional development is supported well. Staff use their learning to improve the quality of the provision. Regular one-to-one supervision takes place, fostering a culture of mutual support. The quality of teaching and learning is monitored effectively to ensure that children make good progress and enjoy their time in the pre-school. Safeguarding is effective. Staff are aware of the signs and symptoms of abuse and know what to do if they have a concern. An effective two-way flow of information has been established with parents. Parents speak highly of the pre-school, describing it as a happy, safe and caring environment for their children.

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

Staff know the children well. They observe children as they play and evaluate their observations well. This supports them to identify where children are in their learning and what they need to do to support their continuing progress. Children benefit from accessing a range of interesting resources that is stored well to enable them to make independent choices about their own play and learning. Staff support children in purposeful play and are careful not to interrupt activities. They facilitate play, knowing when to join in and when to allow children to play independently. The quality of teaching is consistently good. Children develop their physical skills and move readily to music. They excitedly follow instructions to march, gallop, skip and walk on tip toe.

### Personal development, behaviour and welfare are good

Children are happy and settled. Staff are caring towards the children and talk to them in a calm and respectful manner. They value and praise good behaviour and individual efforts, effectively supporting children's self-esteem and confidence. Children behave well and develop good friendships with each other. They learn to have regard for each other's needs and feelings, readily sharing and taking turns. Children learn to play imaginatively based on their own experiences. Staff engage with the children in the role play kitchen. They know about children's home lives and talk to them about their families, enhancing their sense of belonging.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed to be ready for school. They develop independence, managing their personal hygiene and self-care relevant to their age. Children talk excitedly about their physical education sessions where they practise changing into their PE kit so this skill is established by the time they start school. They enjoy stories in large and small groups, readily sitting with staff to look at books together. Children understand that print carries meaning and sometimes give meaning to the marks they make.

## Setting details

<b>Unique reference number</b>	EY456088
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1066489
<b>Type of provision</b>	Full-time 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>	32
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Springfields Pre-School Limited
<b>Registered person unique reference number</b>	RP532152
<b>Date of previous inspection</b>	5 December 2013
<b>Telephone number</b>	01787 311320

Springfields Pre-school Ltd was registered in 2012. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The pre-school is open from Monday to Friday during school term time. Sessions are from 8.55am until 11.55am and 12.05pm until 3.05pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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