

# Little Springs Early Years Academy

Western Springs Primary School, Springfields Estate, RUGELEY, Staffordshire, WS15 2PD



## Inspection date

5 September 2017

Previous inspection date

4 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff work closely with children and their parents to offer good support, care and guidance to families. They work closely with other professionals working with families to help safeguard children and promote their welfare.
- Staff work in partnership with parents from the start to find out what their children can do, including those who speak English as an additional language. They use this information well to identify any gaps in children's learning. There are good systems in place to consult and work with other professionals to help these gaps to close.
- Teaching is good. Staff place a clear priority on promoting children's communication and language skills, and helping children to understand the codes of behaviour in place.
- Systems to support children when they move into the next room in the nursery and move on to school are good. Staff place a strong focus on promoting children's emotional well-being and sharing information about the children's care and education.
- Staff provide a broad range of experiences indoors and outdoors, which are enjoyed by children.

**It is not yet outstanding because:**

- Staff do not use the information gained from assessment to plan highly challenging activities to help children make the best possible progress, particularly in their mathematical learning.
- The leadership team do not incisively evaluate and monitor staff practice to help raise the quality of teaching to an exceptional level and, in particular, to raise boys' attainment even further.

## What the setting needs to do to improve further

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

- use the information gained from assessments to plan highly challenging activities that help children to make the best possible progress, particularly in their mathematical development
- refine the evaluation and monitoring of staff practice to help to raise the quality of teaching to an exceptional level, and focus more precisely on raising boys' attainment even further.

### 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 carried out a joint observation with the nursery room leader.
- The inspector held a meeting with the manager, deputy and nursery room leader. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

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## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Leaders place a good focus on sharing information with the on-site school to help support families. All staff are trained on child protection issues and know the procedure to follow if they have a concern. There are rigorous systems in place to ensure staff are suitable to work with children and their ongoing suitability is assessed. Staff conduct daily checks to ensure the environment is safe and clean and there are rigorous security systems in place. Parents report high levels of satisfaction. They are impressed by the support they receive during difficult times and the guidance they are offered on how to support their children's learning. They report that staff are attentive to their children's individual care needs and flexible in their approach.

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

Staff creatively use children's interests and topics to help children make good progress. Staff caring for children under two years provide a varied range of activities for children to explore and discover. For example, children thoroughly enjoy exploring the different cereals as they play with farm animal toys, and others are absorbed in painting at the easel. Staff place a strong focus on interacting with children and increasing their language, such as introducing new vocabulary. Adult-led activities have a clear learning intention. For example, older children learn to follow a recipe card as they collect and explore the ingredients needed to make play dough. Later, these children show good levels of involvement as they use mirrors and the dough to create pictures of faces.

### Personal development, behaviour and welfare are good

Staff are attentive to children's emotional needs and know about children's fears and dislikes. They gently coax children and reassure them well when needed. Staff adapt the routine carefully according to the needs of children. For example, pre-school staff monitor the snack bar and guide the new children to learn how to use it successfully. Staff use an effective range of strategies to encourage children to behave well. For example, staff remind children of acceptable behaviour and of the behaviour chart, and children respond well to this direction. Children learn about differences within the group as they learn about their own and other's families. For example, parents bring in foods and artefacts from their own cultures to share. Children learn about taking controlled risk as they play and learn about fire and mountain safety.

### Outcomes for children are good

All children, including those receiving additional funding and those who have special educational needs and/or disabilities, make good progress from their starting points. Children show a keen interest in the natural world as they look for insects, care for fresh produce and take seasonal walks in the woodland area. Older children confidently move and combine resources, and enjoy counting as they play. Most children show a real enjoyment during the phonics session and large-group activities. Children develop the key skills required in preparation for school.

## Setting details

<b>Unique reference number</b>	EY286263
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1104202
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Western Springs Primary School Governing Body
<b>Registered person unique reference number</b>	RP524516
<b>Date of previous inspection</b>	4 November 2014
<b>Telephone number</b>	01889 256007

Little Springs Early Years Academy registered in 2005. It operates from within the grounds of Western Springs County Primary School. The nursery is managed by an early years committee. The nursery opens Monday to Friday, for 50 weeks of the year, from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, nine hold a qualification at level 3 and one is working towards an appropriate qualification.

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