

Springboard Early Education Centre

Trinity Road, Cirencester, Gloucestershire, GL7 1JU



Inspection date

17 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

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 support children and their families very well. Leaders and staff work in effective partnerships with other professionals to support children's specialist care, welfare and learning needs, to help all children make good progress.
- Leaders and staff have a good understanding of how children learn. Staff make regular observations and assessments of children's achievements, and monitor individual children's learning well. They use this information to plan for their future development successfully.
- Partnerships with parents are effective. Leaders and staff use various strategies to keep parents well informed about their children's learning. Staff regularly welcome parents into the setting to join children in their play activities.
- Staff are good role models for children. They take every opportunity to praise children's positive behaviour. Staff help children learn how to share, take turns and show consideration towards others. Children develop important skills for their future learning.

It is not yet outstanding because:

- At times, staff complete tasks for children rather than encouraging them to do things for themselves to help them make their own discoveries.
- Staff do not always make the most of large-group times to engage and interest all children to promote further their learning. As a result, some younger children become restless and unsettled.

What the setting needs to do to improve further

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

- extend the opportunities for children to do things for themselves and to develop their sense of curiosity as well as possible
- review the organisation of large-group activities to interest and engage all children consistently.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the nursery.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observations, assessments, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they had concerns about a child. Leaders follow safer recruitment guidelines to ensure new staff are suitable and existing staff remain so. Staff are well qualified and are supported effectively by leaders. For example, they observe staff teaching practice and provide training to update staff professional skills. This has a positive impact on children's learning outcomes. For example, staff have raised their awareness of supporting children to develop effective communication skills. Leaders work well to use additional funding effectively, to ensure gaps in children's learning narrow and they make good progress. They review the quality of the provision well, identifying areas for improvement and making action plans, involving the staff and encouraging their input.

Quality of teaching, learning and assessment is good

Staff support children to develop a good understanding of the natural world, to learn about mini-beasts and understand the different environments they live in when they eagerly hunt for bugs. For example, staff encouraged children to look closely at the creatures, compare their findings against illustrations on posters and discuss any similarities and differences they noticed. Staff provide good support to help children to develop mathematical skills. For instance, even the very youngest children enjoyed taking part in identifying different shapes and colours outdoors. Staff support children's communication and language skills well. For example, they encouraged children to recollect and discuss the ingredients they used to make the biscuits they were icing.

Personal development, behaviour and welfare are good

Staff meet children's emotional and developmental needs well. For example, they develop secure relationships with children through an effective key-person system. Staff teach children about the importance of living a healthy lifestyle. For example, they encourage children to follow thorough handwashing routines before handling food. Staff supervise children well and help them to develop awareness of assessing risks for themselves, such as how to avoid potential accidents when riding on bicycles outdoors. Children's behaviour is good. They really enjoy being helpful. For instance, children worked cooperatively together to tidy away their toys at the end of their outdoor playtime.

Outcomes for children are good

Children make good progress in learning from their individual starting points. They receive effective support to prepare them well for the next stage in their learning and their eventual move to school. Children develop their early literacy skills well. For example, older children enjoy listening to stories and discussing the characters. Children confidently discuss their knowledge learned from stories, such as the correct number to call if they needed the help of the fire service in an emergency.

Setting details

Unique reference number	EY539315
Local authority	Gloucestershire
Inspection number	1073596
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	12
Name of registered person	Gloucestershire County Council
Registered person unique reference number	RP539314
Date of previous inspection	Not applicable
Telephone number	01285 656161

Springboard Early Education Centre registered in 2016. The setting employs three members of staff, all of whom hold appropriate early years qualifications from level 3 to level 5. The setting opens each weekday during school term times from 8.45am to 11.45am and 12.30pm to 3.30pm. The setting receives funding for the provision of free early years education for two-, three- and four-year-old children.

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