

Springtime Nursery School

The Old School Building, New Road, Littleton, Shepperton, TW17 0QQ



Inspection date

10 January 2018

Previous inspection date

10 March 2015

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 have a good understanding of how children learn and develop. They provide them with activities based on their interests. For instance, they use children's interest in the North Pole well, to help them to learn about polar animals and cold climates.
- Children develop skills that prepare them for school well. For example, they learn to be independent in dressing and undressing themselves for outdoor play, and they complete simple tasks such as helping to tidy away the toys.
- Staff promote children's health and well-being effectively. For example, children enjoy playing outside and have lots of opportunity for fresh air and exercise.
- Leaders are committed to making ongoing improvements to the provision. They seek the views of parents and children to help them make positive changes. For example, they ask children what activities they enjoy doing, and adapt these to meet their interests.
- Partnerships with parents are effective. Staff successfully help parents to understand how they can support their child's learning at home.

It is not yet outstanding because:

- Staff training and development opportunities are not as good as they could be, to help staff to keep their knowledge and skills fully up to date.
- Leaders have not fully established systems to analyse the progress that different groups of children make in their learning, to help promote outstanding outcomes for all.

What the setting needs to do to improve further

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

- increase the variety of ways to support ongoing professional development opportunities for staff
- enhance the effectiveness of the systems to monitor and support the progress of different groups of children.

Inspection activities

- The inspector spoke to parents and took their views into consideration.
- The inspector observed the interactions between the staff and the children, and considered the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed with her how she supervises staff.
- The inspector questioned staff on how they ensure the children are kept safe, and what to do if they are concerned about a child's well-being.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of suitability of the staff working in the setting.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the signs that a child may be at risk and know what to do if they have a concern about the welfare of a child. The well-qualified team works effectively together and shares ideas for activities. Leaders make good use of annual appraisals to monitor the ongoing suitability and performance of staff. Since the last inspection, leaders have strengthened partnerships with parents by providing more opportunities for them to receive and share information about their child's learning. This means that there is continuity between the nursery and the child's home. Staff work effectively with other settings that children attend. For example, they share information with schools and complete final assessments on children's learning and development to share these with teachers. This good partnership working helps staff to meet children's needs consistently. Leaders have a good knowledge about how to support children's welfare. They follow safe recruitment and vetting procedures, to ensure that staff working with the children are suitable.

Quality of teaching, learning and assessment is good

Children enjoy their time at the nursery. They have opportunities to participate in a good range of interesting activities, indoors and outside. For example, they enjoy playing with water and talk about how some things float and others sink. Staff place a good focus on supporting children's emerging literacy skills. For example, they encourage children to recognise and write their own name, and to learn the beginning sounds of words as they play. Leaders monitor children's individual outcomes effectively. They use this information to identify any gaps in their development and implement plans to support individual children to progress further. Staff support children's mathematical skills well. For example, they help children to sort and count items, and teach them to understand that if they add two quantities together they have a greater number of items overall.

Personal development, behaviour and welfare are good

Children are settled and happy. They feel safe, secure and have close relationships with the nursery staff. They develop positive behaviour and have high levels of respect for others. Staff promote good behaviour through positive reinforcement. For example, they use 'golden tickets' to reward children for being helpful or caring towards others. Staff help children to understand and value the differences and similarities between themselves and others. For instance, they complete activities that encourage children to talk about themselves and celebrate their uniqueness.

Outcomes for children are good

All children make good progress in their learning. They are confident, motivated and have fun as they learn. They cooperate well with others during play and develop valuable skills for their move to school. For example, by the time they go to school most children are confident communicators, write their own name, confidently count to 20, and complete simple addition and subtraction activities.

Setting details

Unique reference number	EY399691
Local authority	Surrey
Inspection number	1094058
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	32
Name of registered person	Springtime Nursery School Partnership
Registered person unique reference number	RP529246
Date of previous inspection	10 March 2015
Telephone number	01932570780

Springtime Nursery School registered in 2009. It is located within the Old School Building in Littleton, near Shepperton, Surrey. The setting operates from 8.30am to 3.30pm from Monday to Friday during school term times. There are eight members of staff, seven of whom have childcare qualifications at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

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