

Springwood Preschool And Nursery

Hart Plain Infant School, Hart Plain Avenue, Waterlooville, Hampshire, PO8 8RZ



Inspection date

2 May 2018

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

- The nursery is well led and managed. Leaders have high expectations and there is a strong commitment to developing a high-quality provision for the benefit of the children.
- Staff observe and assess children's progress accurately. They use their assessments well to support them in identifying children's next steps in learning.
- Leaders continually evaluate their practice to improve. They track children's progress, identify any gaps in their learning and work with parents and other professionals to implement development plans. All children, including those who have special educational needs, make good progress in relation to their starting points.
- Staff offer a good amount of praise and encouragement. Children develop their independence skills in everyday tasks and activities.
- The key-person system is effective. Children form secure emotional attachments to their key persons, who know the children's individual needs well.
- Leaders ensure staff follow thorough risk assessments of the premises and activities to keep children safe. The manager deploys staff well to supervise children closely. Children learn to manage risks cautiously, such as climbing and balancing.

It is not yet outstanding because:

- Staff do not consistently offer children opportunities to develop their understanding of how to operate basic technology, to help them learn how things work.
- At times, the staff do not organise the environment in the nursery room to support younger children to engage more and benefit fully from their learning experiences.

What the setting needs to do to improve further

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

- offer more opportunities for children to use technology in their play and learning, to further support their understanding of the world
- review the organisation of equipment in the nursery room, to limit any distractions to children's concentration and help them focus more on their learning.

Inspection activities

- The inspector observed activities in the two main base rooms and garden.
- The inspector carried out a joint observation with the manager, and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the owner, manager and the early years adviser of the company. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of safeguarding practices and understand the child protection procedures for reporting any concerns. A full range of policies and procedures is implemented effectively. Leaders follow very effective recruitment procedures to ensure the suitability of all staff working with children. Staff receive effective supervision to continually develop their knowledge and identify further training opportunities. Leaders fully support staff to develop their skills and knowledge to have a positive impact on children's experience. For example, staff recently completed training which has developed their confidence in dealing with children's emotional well-being in a cohesive and consistent manner. Staff liaise well with local teachers and relevant professionals to help ensure they are offering a consistent approach to children's development.

Quality of teaching, learning and assessment is good

Staff gather relevant information from parents about what children can do when they start. They use this information to plan enjoyable and challenging activities that help children progress in their learning. Staff have a good understanding of how children learn. Children are very familiar with the equipment available and show good independence. Children develop their communication and language skills effectively. Staff talk to children about their own experiences and model new language effectively. Overall, younger children are keen to explore and curious, such as to find various objects hidden in the soil. Older children use a variety of resources to support their understanding of number recognition, shape and size. Staff support children to solve problems for themselves. Staff develop positive relationships with parents and involve them well.

Personal development, behaviour and welfare are good

Staff help children learn expectations for their behaviour and to behave well. They tailor support for new children and parents to ensure a successful settling-in period that meets the needs of each child and their family. This helps to promote children's emotional well-being. Staff make effective use of the outdoor area, for example, to enable children to play outside in all weathers. Children behave well. They show care and consideration for others. For example, they happily chat together about which roles to play in the home corner and include each other in their decisions. Staff are positive role models and support children in following rules and boundaries. Children explore resources to help them learn about different people, their communities and cultures.

Outcomes for children are good

Children play cooperatively with others, showing kindness and a willingness to share resources. They develop independence. For example, they pour their own drinks and even the youngest children help to prepare the fruit at snack time. Children learn a range of skills for their move to school. For example, they learn to concentrate, to listen at group time and to follow instructions and routines.

Setting details

Unique reference number	EY556573
Local authority	Hampshire
Inspection number	1135269
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	30
Number of children on roll	47
Name of registered person	Rachael Louise Clarke
Registered person unique reference number	RP907942
Date of previous inspection	Not applicable
Telephone number	07889980712

Springwood Preschool and Nursery re-registered in its new premises in 2018 and operates from Hart Plain Infant School, in Waterlooville, Hampshire. It operates Monday to Friday from 7.30am to 6pm, for 50 weeks of the year. The setting receives funding for the provision of free early education for children aged two, three and four years. There are eight staff working with the children, of whom seven hold recognised childcare qualifications from level 3 to level 5, whilst the eighth is fully qualified as an Early Years advisory teacher and works across the owner's chain of four nurseries.

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