

Inspection of Springfields Kids Club

Eccleshall Community Centre, Shaws Lane, Eccleshall, Staffordshire ST21 6AU

Inspection date:

16 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders and staff have taken some effective steps to address the weaknesses identified at the last inspection. Children enjoy their time in the pre-school and are happy and secure. They show positive attitudes to learning and concentrate well on activities that interest them. However, the arrangements for planning children's next steps in learning are not fully effective. Although staff monitor children's progress and identify some aspects of children's learning to support, this is not comprehensive enough to help children to make consistently good progress. At times, staff do not recognise where some aspects of children's learning need to be prioritised and targeted precisely. That said, some areas of children's learning are better supported. Leaders and staff have implemented effective strategies to help children learn to regulate their behaviour. Children behave well and learn to share and take turns. They enjoy the opportunities to be physically active. They practise balancing and climbing, and persevere as they try to catch beanbags. They benefit from a range of activities that encourage them to use their smaller muscle movements. This includes learning to use scissors and gluing collage materials. However, during some adult-led activities, staff do not offer children a good level of challenge to explore for themselves and test out their own ideas.

What does the early years setting do well and what does it need to do better?

- Leaders provide staff with some support and monitor their practice. Recent training helped staff to strengthen their strategies to help children learn to manage their feelings and behaviour. However, leaders do not monitor the quality of children's experiences closely enough to identify how to help staff to improve their curriculum planning, teaching and practice. Although staff have implemented improvements to some aspects of the daily routine, further steps need to be taken to minimise the time that children are kept waiting at lunchtime. Leaders have identified areas of the provision they plan to develop further. However, self-evaluation and monitoring are not fully effective to identify all weaknesses in staff practice.
- Staff follow effective hygiene routines to support children's health. Children learn the importance of good hygiene routines and benefit from nutritious meals and snacks.
- Leaders have implemented an effective key-person system to ensure that each child benefits from a settled, secure relationship with a familiar member of staff. Staff work closely with parents from the outset to engage them in their child's development and support children's continued learning at home. Staff work well with other professionals involved in children's care and development needs. Overall, children with special educational needs and or disabilities receive the support they need. However, planning systems do not precisely target each child's next steps well enough in order to help them to make the best possible

progress.

- Staff provide effective support to help children to develop their communication and language skills. They implement effective strategies to help children who have language delay to communicate their needs and wishes. Children listen attentively to adults and each other, and confidently share their ideas. For example, children use their imagination in their play, such as pretending to go on a train to visit Spain and being caught in a storm. They use sand and water to create a storm scene.
- Children gain some useful skills for their future learning and starting school. They develop their self-reliance and display suitable levels of independence. This includes managing their personal needs, changing their clothes and serving their meals. Staff provide children with varied activities that support their literacy and mathematical understanding effectively. Children explain about the characters and events in familiar stories and practise mark making with paint. They learn to recognise shapes, numbers and match numerals to the corresponding number of objects. Children develop their social skills and eagerly invite friends to join in with their play.
- Children develop their understanding of the world. They learn about cause and effect and what happens when they send cars down a drainpipe. They show an interest in the natural world and enjoy observing the snails and slugs as they play outdoors. They know about the features of homes and construct houses with doors, windows and stairs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made successful changes to staffing arrangements and have worked well with staff to improve the risk assessment relating to children's outings. There are sufficient staff present at all times to meet children's needs. Staff ensure that children are safe when they take them to nursery. Leaders and staff have a sound understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. Leaders follow safe recruitment procedures to ensure the suitability of staff. Staff know what to do should they have concerns about the conduct of a colleague.

What does the setting need to do to improve?

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

- strengthen arrangements for the planning of children's individual learning needs, to provide each child with learning experiences tailored to their individual needs
- improve arrangements to monitor the quality of planning, teaching and learning, and support staff to plan activities that build on what individual children know and can do, to help them to make the best possible progress

- review and improve arrangements for children at lunchtime to minimise the time that children are kept waiting and maximise their opportunities for learning
- strengthen self-evaluation to recognise weaknesses and take prompt action to address these.

Setting details

Unique reference number	EY550379
Local authority	Staffordshire
Inspection number	10107670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	3 to 11
Total number of places	24
Number of children on roll	38
Name of registered person	Springfields Day Nursery Ltd
Registered person unique reference number	RP550377
Telephone number	01785 851710
Date of previous inspection	10 May 2019

Information about this early years setting

Springfields Kids Club registered in 2017. It operates Monday to Friday from 8.30am to 6pm all year, except for bank holidays. The nursery employs three members of staff, all of whom hold relevant early years qualifications at level 3. It receives funding to provide free early years education to two- and three-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about staff's suitability and training.
- A meeting was held between the inspector and the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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