

Inspection of Springwood Park Preschool And Nursery

Park Community School, Middle Park Way, Havant PO9 4BU

Inspection date: 18 September 2019

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are cared for in a nurturing environment. They are happy and settled in the nursery and enjoy the stimulating resources and activities available. Children develop secure attachments with the caring staff. This has a positive effect on their confidence, ability and emotional well-being. Staff work well together as a team and share their high expectations for all children. Children are well behaved and show high levels of respect for their friends. They take turns and are eager to help. For example, older children work together to make an obstacle course and help each other as they carefully balance on the planks and logs. Children enjoy exciting experiences that help them to explore their ideas, have fun and learn. For example, younger children enjoy climbing a small hill and then excitedly roll down again. They take age-appropriate risks, supported by vigilant staff who remain close by. Very effective links with the host school are in place and this helps to support children's care and learning experiences. For example, older children visit other areas of the school, such as the library, for weekly story sessions with the librarian. This helps children familiarise themselves with the different surroundings as well as encouraging an early love of literacy.

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

- Children are highly motivated and eager to explore their environment. Staff are active participants in children's play and join in with their exploration and investigation. This promotes children's high levels of engagement.
- Staff in the baby room provide an extremely nurturing and gentle environment for babies. Babies settle quickly and thrive. They feel safe and confidently explore a range of activities when close to their key person. For example, babies enjoyed burying their toes in the sand.
- The management team shows commitment and dedication to providing a good service for the families and children. Overall, they reflect effectively on the nursery practice, taking account of feedback from staff and parents. They ask children what they would like to do more of. For example, older children recently told them they would like real construction items in the garden. The staff team work together to provide a space where all children can explore, test ideas and use real tools, safely.
- Staff provide clear guidance for children about what is acceptable behaviour. They successfully promote children's good behaviour. Staff encourage children to share, take turns and play cooperatively together.
- Overall, the managers monitor and support staff practice well. However, there are aspects of practice that are not fully embedded to ensure consistency and to improve the quality of the provision further. For example, there are differences in the quality of progress checks completed for two-year-old children as staff do not follow a consistent process.

- Children have lots of opportunities to play outside in the fresh air to promote their health and develop good physical skills. For instance, they enjoy riding bicycles, hunting for treasure in sand and pouring water through a range of tubes and containers.
- Staff are well qualified and demonstrate a good understanding of how to identify what children need to learn next. They provide a stimulating environment indoors and outside that successfully engages and motivates children to learn.
- Children's listening and attention skills are developing very well. Group activities are appropriate to the ages of the children and inspire children's interest and engagement effectively. For example, children learn about their similarities and differences as they explore their own reflections in mirrors.
- Staff support the development of all children's communication and language skills effectively. They interact well with children, providing explanations about what is happening and introducing new words and sounds. Babies and younger children respond with gestures and a growing awareness and ability.
- Staff work well together. The management team values the staff team and ensures staff have regular opportunities for training.
- Children are eager to learn and benefit from uplifting experiences. For example, children enjoy dressing up as pirates and drawing their own treasure maps, giving meaning to the marks they make.

Safeguarding

The arrangements for safeguarding are effective.

The management team follows effective recruitment and vetting procedures to ensure staff working with children are, and continue to be, suitable to do so. Staff undertake regular child protection training to keep their knowledge and skills up to date. They have a secure understanding about their roles and responsibilities to safeguard children. Staff know the procedures to follow should they have any concerns about a child's welfare or a colleague's practice. The manager informs visitors about the nursery's mobile phone and camera policy. Safeguarding information is prominently displayed in all public areas. Staff are deployed effectively to keep children safe and maintain higher staff-to-child ratios.

What does the setting need to do to improve?

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

- continue to develop and fully embed systems in place to monitor and support staff practice, to help raise the quality of the provision to the highest level. For example, to ensure all staff consistently follow the setting's procedures for completing the required progress checks.

Setting details

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| Unique reference number | EY492577 |
| Local authority | Hampshire |
| Inspection number | 10076541 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 to 8 |
| Total number of places | 45 |
| Number of children on roll | 55 |
| Name of registered person | Clarke, Rachael Louise |
| Registered person unique reference number | RP907942 |
| Telephone number | 02392 489830 |
| Date of previous inspection | 15 July 2016 |

Information about this early years setting

Springwood Park Preschool And Nursery registered in 2015. It is privately owned and operates from Park Community School in Havant, Hampshire. It has established good links with the school. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year. A team of 14 staff work with the children, with 12 of them holding early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The management team completed a learning walk with the inspector and discussed the process of evaluation and the areas currently identified for improvement.
- The inspector observed the teaching and learning inside and outdoors, and the impact this has on the development of the children. The inspector spoke directly to parents and took their comment into consideration.
- The inspector had discussions with staff and the children at appropriate times. The inspector also spoke to staff about their knowledge of safeguarding and the procedures in place for reporting any concerns.
- The inspector completed a joint observation with the managers and held a leadership meeting with the senior management team.
- The inspector sampled a range of documentation, including suitability checks, children's developmental records, recruitment files and staff supervisions and professional development plans.

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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