

# Inspection of Spring Lodge Pre-school & Out of School Clubs

Witham Community Association, Spring Lodge, Powers Hall End, WITHAM, Essex  
CM8 2HE

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Inspection date:

11 November 2019

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

There are serious weaknesses in safeguarding. Staff are not equipped with the skills or knowledge to keep children safe. Staff report they are not confident in their knowledge of recent changes to legislation or current safeguarding issues, such as identifying risks associated with online technology.

Staff know the children well. However, they do not always use what they know effectively to support children's learning. As a result, children do not always make strong progress over time. Children gather some of the skills they will need for the next stage in their learning, or school. For example, they learn how to develop their social skills. They learn to share, work in small groups together and happily play alongside each other. Children are confident. They are happy to take part in activities, but do not always concentrate for long periods of time or persevere with their learning.

Children are settled and happy. They cuddle up to staff to look through photographs together of children's time spent at the setting. They pass staff a book to share as they know the attentive staff will sit and read with them. Children enjoy regular stories and develop their literacy skills.

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

- The serious weaknesses in safeguarding knowledge mean that not all staff are able to demonstrate that they can identify when a child is at risk of harm or how to take swift action to ensure their safety. This includes staff who are responsible for leading on safeguarding at the setting.
- At the time of inspection, not all records were available as required and requested at the notification call. For example, information relating to staff that work in the school holidays was not available to view.
- There are inconsistencies in the quality of teaching and, in particular, with the staff's quality of interactions with children. For example, at times children are not always encouraged to develop their vocabulary and understanding during their play.
- The manager conducts regular supervision meetings with staff. Staff comment that the manager discusses their workload and supports their well-being. However, these meetings are not used effectively to provide support to staff with less knowledge of teaching to develop the quality of their teaching and interactions with children.
- The staff know how to support children's general development across all areas of learning. They plan a wide variety of activities. However, not all staff confidently explain how they build on children's earlier learning. Children's next steps in learning are not always focused on developing their knowledge and

interests. Although children enjoy playing, they are not highly engaged and, at times, are not as interested in activities staff plan to support their next steps in learning.

- Staff regularly share and review children's progress and next steps in learning with parents. They share ideas to support children's learning at home. Parents comment positively on the communication with staff.
- The manager reviews the progress of groups of children. She identifies any areas that need further support and encourages staff to support children with these skills. For example, staff provide opportunities that aid children in developing their mathematical skills.
- Children's independence skills are promoted in a variety of ways. For example, they peel their oranges at snack time. Children enjoy plenty of fresh air and outdoor play.
- Staff are attentive and meet children's care needs. They have developed caring and friendly relationships with children. Parents comment how staff work with them to support their children with their emotional needs, for example working with external professionals to support children with their behavioural needs and settling in the setting. Staff encourage children to talk about their feelings. Staff are kind and patient, and they are good role models. They model polite behaviour to children and colleagues. Children behave well and are kind to their friends.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager is aware of how to access safeguarding training but she has not ensured that staff have access to, or have completed, relevant child protection training. This means staff have only a basic knowledge of signs and symptoms of abuse. Staff's knowledge of safeguarding issues and procedures to protect children from harm is variable. This includes the staff responsible for referring any concerns raised. The manager has updated the policies recently to state that staff update training regularly and understand how to identify when children are at risk of harm. However, she has not ensured that these policies regarding safeguarding are adhered to.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure all staff are trained to understand the safeguarding procedures and that they have up-to-date knowledge of safeguarding issues	23/12/2019
ensure all required records are available at inspection	09/12/2019
implement an effective supervision process that provides support, coaching and training for staff	23/12/2019
provide suitably challenging activities to support children's interests and their stages of learning.	23/12/2019

## Setting details

<b>Unique reference number</b>	402132
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062914
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Witham Community Association Committee
<b>Registered person unique reference number</b>	RP905585
<b>Telephone number</b>	01376511042
<b>Date of previous inspection</b>	4 November 2015

## Information about this early years setting

Spring Lodge Pre-school & Out of School Clubs registered in 1990 and is run by Witham Community Association. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 5. The pre-school opens Monday to Friday, during school term times, from 9am until 3pm. There is also a holiday club that operates during the school holidays from 8.30am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Becky Williams

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and inspector carried out a joint observation.
- The inspector held a meeting with the manager. She looked at relevant documents and evidence of the suitability of staff working at the setting.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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