

# Inspection of Springboard Pre-School

Springfield Park Baptist Church, Springfield Park Road, Chelmsford, Essex CM2 6EB

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Inspection date: 3 December 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children have fun in the secure and cosy environment of the pre-school. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning. They are happy and eager to learn. Children form close bonds with staff and make friends with their peers. This helps them to feel safe and they grow in confidence.

Children have daily access to outdoor play and thoroughly enjoy exploring the different areas of the garden. They learn about nature as they examine the house they have built to observe bugs. Children plant and tend vegetables and herbs, which they harvest for their snacks. They learn to count and recognise numbers as they arrange numbers on a rope ladder on the grass.

Children have positive attitudes to learning. They are curious and enjoy finding out how things work, such as the many forms of technology provided to support their interests. Children enjoy finding out about the outside world and the occupations of people that help them, such as post office workers. They make their own post box and use stampers, make marks and cut up paper. This helps them to develop muscle strength and hand-to-eye coordination in readiness for early writing.

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

- Staff work closely in partnership with parents. They talk to parents every day and offer them support and guidance. Staff involve parents in their children's learning and development. Parents praise the kindness and friendliness of staff. They say how quickly their children develop new skills and how happy they are with their progress.
- Children quickly become independent. They are eager to put on their coats and boots to play outside. Staff supervise children well and accompany them as they choose where they want to play. Staff plan the curriculum around the interests and needs of individual children. They manage the routines of the pre-school well. Staff ensure that children have freedom and uninterrupted play, while making sure that they benefit from all areas of learning, indoors and outdoors.
- Staff know the children well. They are swift to identify where children need additional support. Staff seek the views of other professionals if there are gaps in children's development and learning. Additional staff are recruited for children who need individual support and supervision. This ensures that all children make the best possible progress according to their abilities.
- Managers observe and supervise staff regularly to ensure consistency in teaching practice. Staff say they feel supported and have access to ongoing training to continuously develop their skills. Recruitment procedures follow safe practice and managers check the suitability and well-being of staff regularly.

- Staff teach children to manage their personal care and hygiene independently. They support children to take turns and share. Staff encourage children to participate in the routines of the pre-school. For example, children help at mealtimes. They prepare their own snacks and take responsibility for tidying away their plates. Staff teach children about the benefits of eating healthy food and support them with their choices.
- Children enjoy playing together with freely chosen resources that support their development and progress. They engage well in group sessions and listen intently to stories read with feeling and expression. Children know where to find their name cards. They recognise their photographs and begin to spell out the letters in their name. Staff teach children about letters and their sounds. They place lists of words by each activity and talk to children about them to extend their vocabulary. This helps children to understand that written words have a meaning. Their communication and language skills progress well.
- Staff have high expectations for children's behaviour and are consistent when reinforcing their boundaries. However, they do not always adapt their approach when children do not listen to instructions and throw toys. Some children are not fully supported to show care and concern towards their peers or show consideration to the needs of others.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive training in safeguarding and child protection. Managers ensure that all safeguarding information is kept up to date. Staff are able to identify signs that may indicate that a child is at risk of harm. They know the procedures for recording and notifying any concerns. Staff know where to find information if they need to contact the local authority safeguarding team. They are confident to follow whistleblowing procedures if necessary. Staff support children to carry out their own risk assessments of the pre-school environment, to help them learn how to keep themselves safe.

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

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

- raise the quality of teaching to support all children to consistently follow the rules of the pre-school and to recognise the impact their behaviour has on the feelings of others.

## Setting details

<b>Unique reference number</b>	402055
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127320
<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>	27
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Springboard Preschool Committee
<b>Registered person unique reference number</b>	RP907434
<b>Telephone number</b>	01245 258829
<b>Date of previous inspection</b>	12 December 2014

## Information about this early years setting

Springboard Pre-School registered in 1975. The pre-school opens on Monday, Wednesday, Thursday and Friday, from 9.15am until 12.15pm and on Tuesday, from 9.15am until 3.15pm. The pre-school also opens from 9.15am until 3.15pm on Monday in the summer term to support children who are moving to school. There are six members of childcare staff, three of whom hold relevant early years qualifications at level 3, and two additional staff employed to support children with SEND. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Forbes

## Inspection activities

- The inspector viewed all areas of the pre-school and discussed the learning programme with the managers.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with a manager.
- The inspector held a meeting with the managers and spoke to staff, committee members and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and looked at relevant documentation.

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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