

Inspection of Springboard Nursery Hull

Springboard Nursery, Blundells Corner, Beverley Road, Hull, City Of Kingston Upon
Hull HU3 1XS

Inspection date: 11 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide exciting opportunities for all children to experience a wide range of activities. They support children who speak English as an additional language well. Staff provide visual aids and learn familiar key words. This helps children to feel secure and settled.

Staff care for children in a warm and stimulating environment. The premises are routinely risk assessed and are safe and secure. Children are greeted with a warm welcome and separate easily from their parents and carers. Due to the current restrictions, as a result of COVID-19 (coronavirus), parents currently drop children off at the nursery door. Children are eager to attend the setting and start their learning. They enjoy an interesting range of resources and activities, which stimulates their excitement and enthusiasm.

Staff have high expectations for children's achievements. They know children well and have clear ideas about the next steps in their learning. Staff fully support children when transitioning to the next stage in their education and when moving rooms within the nursery. They involve parents in these transitions to ensure children feel reassured and supported.

Children's behaviour is exceptional. They know the routines of the day and expected behaviours. Children willingly tidy up in preparation for the next activity. Staff use effective ways to help them manage their feelings. This supports children's emotional well-being.

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

- Leaders and practitioners ensure a well-designed curriculum enables children to progress. Staff know children's starting points, whether starting new at the nursery or moving into another room. The key-worker system allows staff to form close relationships with children and facilitates information sharing with parents.
- The focused intervention from staff promotes communication and language. It ensures children have many opportunities to engage in meaningful conversations. Staff encourage children to think and explore. They ask them about the texture of the mud and how this changes when water is added. They explore the water colour as mud is added.
- Activities are planned to include all areas of learning. Staff know what they want children to learn. They identify children's next steps and take account of children's interests. Staff understand that children have to practise in their learning. They carry out observations of children and share these with parents via an online portal.

- During COVID-19, leaders maintained contact with children and their families. Staff supported children's educational progress by providing learning packages and online support to engage children and contribute to their continuous learning.
- Staff place a strong emphasis on helping children to manage their feelings, offering reassurance as needed. Children take it in turns to talk and confidently tell staff how they are feeling. They are able to identify a range of emotions. For example, children talk about feeling excited about a camping trip. Children are considerate of their friends, as they share toys and are kind to each other.
- Staff teach children good habits that contribute to their health. Children brush their teeth as part of their daily routine. They wash their hands carefully before eating and after using the bathroom. Children use real vegetables in the role-play shop. However, staff do not extend this good practice and fully promote children's understanding of healthy eating when having snacks and meals. Babies' good health is not always promoted when feeding. Staff allow babies to lie down when drinking a bottle. This puts them at increased risk of ear infections.
- Children are extremely independent and are encouraged to complete tasks for themselves. For example, they recognise when they are thirsty and expertly pour their own drinks. Children use the tongs to grasp the sliced peppers and pitta breads. Staff praise their developing independence and achievements.
- Parents report high levels of satisfaction with the care and education provided by managers and staff. They appreciate the information which is shared about their child's time at the setting and make good use of the library book exchange. This promotes children's continuous learning at home.
- Staff feel they receive good levels of support from leaders to manage their workload. They appreciate how their emotional well-being is valued and how the management team encourage them to develop professionally. This contributes positively to their practice with the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of safeguarding. They recognise the signs of abuse and the action to take if they are concerned about a child. Staff understand what they should do if they believe individuals are exposed to extremism or radicalisation. They effectively supervise children when in the outdoor area and risk assess areas prior to children using them. Staff identify any hazards and take immediate action to minimise and remove these.

What does the setting need to do to improve?

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

- extend children's understanding of how healthy eating habits contribute to their overall health
- develop staff understanding of how to give babies a bottle feed.

Setting details

Unique reference number	EY557683
Local authority	Kingston Upon Hull City Council
Inspection number	10175183
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	96
Number of children on roll	201
Name of registered person	Heelas, Gail
Registered person unique reference number	RP511341
Telephone number	01482 330356
Date of previous inspection	Not applicable

Information about this early years setting

Springboard Nursery Hull registered in 2018. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with parents and took account of their views.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed how they intend to implement the curriculum.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the managers.
- The inspector held a meeting with the leaders. She reviewed relevant documentation and evidence of the suitability of staff working in the setting.

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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