

Inspection of Springfield Day Nursery

61 Springfield Road, Bury St. Edmunds, Suffolk IP33 3AS

Inspection date: 23 November 2021

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| 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

Children are warmly welcomed into the nursery by staff who are friendly and approachable. Those who are new to nursery are provided with sensitive care and reassurance by their key person. Babies' individual needs are well met and their care routines from home are acknowledged and followed. Young children are offered reassuring cuddles as they become tired and are gently soothed as they settle for a nap. Children know how to behave because staff act as good role models, supporting them to care for each other and their environment. Children respond positively to praise. They are polite and kind.

Children experience a well-planned curriculum, with a good balance of free choice and adult-led activities. The curriculum is equally strong inside and outdoors. There is particular focus on supporting children to 'learn by doing' and to develop a love of books. Children are encouraged to be as independent as they can be as they take part in nursery routines. They are supported to lead healthy lifestyles. Children use their imaginations in the role-play areas. They create freely with paint and practise early writing skills with a range of media. Children show good levels of perseverance as they successfully complete puzzles. They count and calculate with confidence as they play in the large sandpit and find out about cause and effect, as they use equipment in the water tray.

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

- The experienced and well-qualified owner/manager, along with her deputy, leads the staff team effectively. Newly appointed staff are appropriately inducted to ensure that they fully understand their roles and responsibilities. All staff are well supported. They receive regular supervision and coaching and benefit from external training opportunities, to further enhance their practice.
- Staff are well deployed. They get down to the children's level, modelling how to use resources. Babies, who are not yet walking, are provided with resources and support to practise these skills. Toddlers excitedly choose their own animal from the story sack as staff read a popular story about a zoo with awe and wonder. Older children learn to care for living things, as they feed the chickens that live in the nursery garden and see if they have laid eggs.
- All children, including those who speak English as an additional language or are slower to speak, benefit from a language rich environment. Staff provide commentary and support correct pronunciation. Staff sound out the beginning of words, such as 'nnnnn' for November, to help children recall words and practise their speaking. Children hear new vocabulary, such as the word 'sphere', as they sculpt shapes using shaving foam. Children confidently handle books and carefully turn the pages. Older children understand what an author does and know the name of the author of their favourite book.

- Staff make effective use of observation and assessment to identify and reduce any gaps in children's development. The special educational needs coordinator ensures that children with special educational needs and/or disabilities are offered good support. She is swift to work in partnership with parents, and other professionals, in order to help these children reach their full potential.
- Management and some staff demonstrate strong teaching skills. They use high-quality conversations, posing questions to extend children's learning. They help children to recall previous learning as they hold interesting discussions about the weather, while children measure rainfall in the rain gauge. The staff build on what the children already know as they discuss that some, but not all, trees lose their leaves in the autumn. However, this high level teaching is not yet embedded. Not all staff sequence and extend children's learning as effectively.
- The management team and staff are sensitive to the potential effects of the COVID-19 pandemic on children and their families. During national restrictions, they adapted the environment and their practice so that children could continue to attend. Parents are complimentary about the service. They feel well informed about their children's progress. Parents receive some ideas to continue learning at home. However, those with children who are learning to speak English as an additional language are not so well supported to help their children to hear and practise speaking English at home.

Safeguarding

The arrangements for safeguarding are effective.

Those with designated safeguarding responsibility have a secure knowledge and understanding of safeguarding. The manager has recently reviewed and improved safeguarding arrangements within the nursery. She has clarified procedures for sharing concerns about children with other agencies. Staff undertake regular training and have an up-to-date knowledge of safeguarding. They are confident in identifying and reporting concerns about children's welfare, without delay. There are clear policies on the use of mobile phones and social media, which staff know and follow. Any accidents to children are appropriately dealt with and information is shared with parents. Robust recruitment procedures are followed when appointing staff.

What does the setting need to do to improve?

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

- support staff, particularly those who have less experience and knowledge of teaching, to build on what children already know and can do, to introduce more challenging concepts and ideas and to help children to develop their learning and do even more
- enhance support for those families of children who are learning to speak English

as an additional language, so that these children have more opportunities to hear English and practise speaking English at home, as well as in the nursery.

Setting details

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| Unique reference number | 2619014 |
| Local authority | Suffolk |
| Inspection number | 10214784 |
| 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 | 1 to 4 |
| Total number of places | 43 |
| Number of children on roll | 70 |
| Name of registered person | Springfield Road Day Nursery Ltd |
| Registered person unique reference number | 2619013 |
| Telephone number | 01284753902 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Springfield Day Nursery re-registered in 2020. The nursery employs nine childcare staff. The owner/manager holds a level 6 qualification in early years, all other staff hold qualifications at level 2 or 3. The nursery opens all year round, from 7.45am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection that the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery manager and has taken this into account in their evaluation.
- The inspector and the manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interaction with the children, both inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and deputy manager, in her role as designated special educational needs coordinator. The inspector considered relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke with a number of staff at appropriate times during the inspection.
- The inspector spoke with a number of parents 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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