

Inspection of Spring - High Wycombe

98 - 100 Greenwood, Walters Ash, High Wycombe, Buckinghamshire HP14 4XB

Inspection date: 14 March 2022

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 show they feel happy, safe and welcome at nursery. Babies and very young children show they trust and like the kind and nurturing staff. They confidently move around the cosy and inviting room, stopping to explore resources or to offer hugs and smiles to staff. Toddlers and pre-school children look forward to taking part in the learning experiences on offer. Toddlers happily gather on the floor to listen to stories and sing and clap along to songs, with big smiles on their faces. Pre-school children show equal enthusiasm towards their learning.

Children behave well. They cooperate well with routines because they understand what is expected of them. For example, children move safely and calmly around the nursery because they know where to wait and to follow the staff. Children learn the value of listening to each other. For example, when staff remind them to take turns in conversations, they explain that they might be interested in what their friends have to say.

Children benefit from a curriculum that is planned effectively by staff who know them well. Staff clearly identify what they want all children to learn during their time with them. Staff also know if there is any specific support that children may need to make good progress. All children, including those who speak English as an additional language, make good progress from their starting points.

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

- Throughout the nursery, staff support children's speaking and listening skills very effectively. Staff adapt their interactions well to the age and development of the children. Babies and children are very confident to express their needs and opinions, be that using gestures, single words or more-complex sentences.
- Staff clearly identify what they want children to learn about books and stories. For example, as well as enjoying books, they want children to learn how stories are structured and how to look after and value books. Staff read to children regularly, both in large groups and individually. The impact of this teaching is seen throughout the nursery. Children often choose to spend time exploring books. Babies carefully turn pages, toddlers know that the last page means the story is finished, and pre-school children can recall stories they have been learning about.
- Staff help children build successfully on what they already know and can do as they progress through the nursery. For example, babies are taught to feed themselves with spoons, toddlers are shown how to peel fruit and drink from an open cup, and pre-school children serve their own food and use knives and forks.
- Staff plan activities to encourage children to develop their understanding of

numbers, shapes and mathematical concepts. However, staff do not consistently grasp opportunities to incorporate the teaching of mathematics into children's self-chosen play. As a result, children do not use mathematical resources with the same confidence or purpose as they do other resources.

- Children show a positive attitude towards their learning. They move smoothly between activities because they know they will enjoy what is coming next. For example, children gather calmly and quickly on the floor for story time because they want the learning experience. They know to find a space and face the front. They listen intently and with real enjoyment.
- Staff make very good use of the inviting outdoor space to encourage children to be physically active, and to enjoy being so. Resources are organised well so there is plenty of space to run and move in different ways. Staff incorporate physical activity into other learning. For example, pre-school children go on a 'Bear Hunt' with staff, they move around as they act out and recite the well-known story.
- The manager and other leaders support their staff team very well. Training and mentoring are highly effective in ensuring all staff have the knowledge and skills to teach effectively. This was illustrated when less experienced or qualified staff demonstrated very effective skills in supporting children who speak English as an additional language. These staff explained about the support they had from their room leader and manager to do this.
- Parents report that their children are treated as individuals and give many examples of the learning they attribute to their children's time at nursery. They say their children love bringing books home to share with them and can't wait to get a smiley sticker for doing so.
- Staff feel valued and appreciated. However, the volume of written assessments and records they have to complete on children is overly burdensome. Much of this is not adding to their accurate understanding of what children know and need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They undertake regular training to keep their safeguarding knowledge up to date. They know how to identify the signs of potential harm or neglect and how to share these concerns within, and beyond, the provider if necessary. They have a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extreme ideologies or views. The manager follows robust and effective recruitment procedures to ensure the suitability of staff employed to work with children.

What does the setting need to do to improve?

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

- incorporate more teaching about mathematics into children's self-chosen play, to support further their developing understanding of numbers and other mathematical concepts
- review the use of written assessments, to avoid unnecessary burdens on staff workload.

Setting details

Unique reference number	EY555784
Local authority	Buckinghamshire
Inspection number	10174710
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	46
Number of children on roll	36
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01494 563881
Date of previous inspection	Not applicable

Information about this early years setting

Spring - High Wycombe registered in 2018. It is located in Walters Ash, near High Wycombe, Buckinghamshire. It opens from 7.45am to 5.45pm, Monday to Friday, most of the year. The nursery employs 10 members of staff. Of these, seven hold relevant qualifications between level 6 and level 2. The nursery accepts funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector and the manager carried out a joint observation and evaluated the quality of education.
- Parents and children shared their views.
- The inspector held meetings with the manager and representatives of the provider to find out about the management and leadership of 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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