

Inspection of Springboard Pre-School

Holmesdale Cricket Club, Worships Hill, Sevenoaks TN13 2AS

Inspection date: 24 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children excel in this vibrant and nurturing pre-school. There is a tremendous sense of fun and a constant buzz of activity. Teaching is inspirational and activities capture their interests. Children approach activities with curiosity and interest, demonstrating an extremely positive attitude to learning. Children have a can-do approach to the challenges they come across. Their exploration is encouraged and enabled by exceptional qualified practitioners, who expertly support and scaffold children's learning. For example, during a baking activity, children show they are critical thinkers, when they problem-solve to find the right consistency for their mixture.

Children's emotional well-being is highly promoted. They build strong friendships with their peers and flourish within the secure and respectful relationships they have formed with all practitioners. Children's behaviour is exceptional. They take pride in the care of their environment. They are very self-sufficient, putting away their personal belongings, including tissues in the bin, without prompting. Children demonstrate genuine concern for their peers. For example, when enjoying the story, 'Ruby's Worries,' children discuss their own worries. They talk about being worried about dinosaurs, and are confidently reassured by other children who tell them not to worry, because there are no dinosaurs in the story.

Children show excellent balance on the climbing frame, as they chase one another pretending to be pirates. They show strength in their gross-motor skills, as they collectively follow instructions to move a large parachute in different directions. Children develop proficient fine-motor skills through carefully planned and routine activities. This enhances their self-care skills, such as putting on their own shoes and pouring their own drinks. Children are extremely well prepared for their move on to school.

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

- The leadership team is extremely committed to providing outstanding care and education for every child. They have high expectations for all children and create a safe, welcoming and inclusive environment. The highly reflective self-evaluation process in place, enables the team to sustain and build on their outstanding practice.
- Leaders manage a motivated, knowledgeable staff team and effectively support their continuing professional development. This results in a strong and co-cohesive team who consistently provide excellent individual learning experiences for the children. All practitioners speak extremely positively about working at the setting. They say they feel totally supported by the leadership team and their well-being is given high priority.

- Practitioners have extensive knowledge of children's interests, skills, and what they need to know and do next. Children make rapid progress from their individual starting points. Observation and assessment is sharp and practitioners continually review planning to ensure activities are targeted to meet children's specific needs. Planning is significantly enhanced by the effective partnerships working with parents. Together, they achieve a highly impressive, joined-up approach to children's learning.
- Children learn that their opinions are valued, because their views are sought. When asked what they would like in their pre-school, children voted for a swimming pool and a pet. They were delighted with a new paddling pool, and a pair of giant snails to care for. When choosing favourite stories, children respect the majority choice without question, showing great understanding and respect for democracy.
- Practitioners skilfully weave mathematical language into activities, creating natural opportunities for children to develop excellent mathematical skills. For example, children excitedly take turns to weigh their ingredients on traditional balance scales. They correctly predict the movement of the scales, as they excitedly make comparisons of the different sizes.
- There is extremely high focus on the development of children's language and literacy skills. Practitioners are highly skilled in promoting children's language. They actively listen, question, model, repeat, and make suggestions to children, appropriately levelled to their individual needs. Consequently, children are confident communicators and older children use complex sentences as they play.
- Partnership with parents and other settings children attend is exemplary. There are superb strategies in place to involve parents. For example, parents of the older children recently attended a workshop offered by the team to support children in their self-care. During the COVID-19 pandemic, the team kept in regular contact with families. They suggested activities, including staff recordings of activities for children to watch at home. Consequently, this helped children to settle on their return to the pre-school. Parents praise the pre-school highly. They make comments such as, 'communication is fantastic and feedback unique', 'children have a wonderful experience and love attending', 'they are exposed to a wide range of activities' and 'make excellent progress'.

Safeguarding

The arrangements for safeguarding are effective.

The team demonstrate a vigilant approach to safeguarding children. The team has an excellent awareness of the possible signs of abuse and demonstrate a clear understanding of the required action to take in the event of a safeguarding concern. A comprehensive child protection policy is in place. This includes the procedures for whistleblowing. All practitioners carry essential safeguarding information on lanyards. Meticulous risk assessments are carried out and identified risks are minimised to ensure children's safety. Robust recruitment systems ensure staff are suitable for their role.

Setting details

Unique reference number	EY483793
Local authority	Kent
Inspection number	10228971
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	26
Name of registered person	Firth, Michele
Registered person unique reference number	RP512447
Telephone number	01732 452039
Date of previous inspection	30 September 2016

Information about this early years setting

Springboard Pre-School re-registered in 2014 and is located in Sevenoaks, Kent. The pre-school is open each day on Monday to Thursday at 9am to 3pm, and also on Friday from 9am to 12.15pm. There are eight members of staff, seven of whom hold an appropriate early years qualification. Three members of staff have qualified teacher status, of which one has an MA in Education. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Lizzie Mackey

Inspection activities

- The inspector viewed all areas of the pre-school and discussed the curriculum with the management team.
- The inspector carried out a joint observation with the deputy manager and discussed the quality of teaching.
- The inspector held a meeting with the management team and spoke to staff and children.
- The inspector took account of the views of parents and carers by speaking to many of them during the inspection and through written feedback.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

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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