

# Inspection of Springfields Kids Club

Eccleshall Community Centre, Shaws Lane, Eccleshall, Staffordshire ST21 6AU

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Inspection date:

27 April 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

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

### **The provision is inadequate**

The provider has poor oversight of the quality of the setting and has failed to make improvements since Ofsted's last visit. As a result, children's education and well-being continue to be compromised. Staff do not provide children with an ambitious curriculum that takes into account their previous experiences. This means that children do not develop and learn as much as they could.

Staff do not prioritise their engagement and interactions with children. Consequently, this has a negative impact on children's emotional well-being and the progress they can make in their communication and language development. For example, staff busy themselves with routine activities and children are just left to play alone. This results in some disruptive behaviour, which interrupts children's learning. Staff know and can identify the children with special educational needs and/or disabilities. However, they have not taken enough action to support these children while they wait for information from other professionals. This means that children already behind in their development are at risk of falling further behind their peers.

Children play outside and make use of the resources and environment to develop their physical skills. For example, they persevere with riding bikes and propel themselves forwards on scooters. Children climb the steps of the slide and enjoy sliding down. They explore in the outdoor kitchen. However, staff do not interact with children to aid their learning and development further. Some children wander around on their own and are not helped to develop a positive attitude to learning.

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

- There are significant weaknesses in the leadership and management of this setting. The provider has not suitably recruited and inducted those with management responsibility into their roles. Neither have they given any support to the manager, who also manages the company's other nursery. This has led to breaches in the legal requirements of the Statutory framework for the early years foundation stage.
- The arrangements for staff supervision are not effective. The provider does not ensure that manager's and staff's training needs are identified, including safeguarding and first aid. Consequently, they are unable to improve the quality of care and education for children. Nor has the provider considered the workload of managers and staff. This has a negative impact on the well-being of staff and the quality of teaching and learning they provide for children.
- The provider has not recognised that staff's focus and attention is taken away from the children. Staff juggle varying responsibilities, including attending to children's toileting, answering the door, preparing and bringing in snacks and

lunches, and setting up the garden. Typically, this leaves one member of staff in the room at any one time for persistent periods. Consequently, there are a number of occasions throughout the day where children's needs are not met. Ultimately, staff are under too much pressure to be able to carry out their roles effectively.

- Staff do not have high enough expectations for some children's learning and development. They do not effectively plan what it is they want children to learn from whole group topics, such as transport. This means that not all children are supported to make good progress and develop a solid foundation for learning.
- Staff, occasionally, read to children, however, the stories chosen are not always appropriate and children often lose interest and attention. When children show they are eager to repeat words, staff do not know how to extend this further to develop children's vocabulary. There are many times during the day where staff fail to hold quality conversations with children. There is no real focus on developing children's communication and language, which does not support children to become confident communicators.
- Staff do not help children to gain confidence to join in with play and to build friendships. When children express that they do not want to share or wait their turn, staff do not help children to cooperate and resolve conflicts peacefully. Consequently, some children spend their whole day on their own and others get upset when they do not get the resources they want. This is particularly significant considering gaps in many children's personal, social and emotional development have widened due to the COVID-19 pandemic.
- Parents know their child's key person and feel that they are kept well informed about their child's time at pre-school.
- Children develop some independence with managing their own self-care. Staff encourage them to brush their teeth, put on their coats and butter their own toast.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider has not made enough improvements to ensure children are kept safe from harm. Staff do not ensure records are accurately maintained. For example, they fail to record clear details, so that concerns about children, including those known to social services and other agencies, can be effectively monitored and any further action can be taken without delay. Those with lead responsibility for safeguarding are still not fully confident to carry out their role. They are not providing staff with guidance on safeguarding matters, as required. Nevertheless, staff have now made referrals for children who they had noted some concerns about. All staff have completed safeguarding training and are able to explain some of the known indicators of abuse, including extreme views and radicalisation. They generally know the procedures to follow if they have concerns about a child, although staff are not following these procedures robustly enough, including completing newly implemented safeguarding logs. Risk assessments have been improved to ensure that all areas that children access are safe and suitable.

However, when staff take children to school, there is no one qualified in paediatric first aid accompanying the children. This puts children at risk in the event of them needing emergency first aid.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure the nominated person has effective oversight of the setting, so that children consistently benefit from quality experiences in a stimulating environment	17/05/2022
ensure all those with management responsibilities are appropriately recruited and inducted to ensure they are suitable and confident to fulfil the requirements of their roles	17/05/2022
ensure supervision offers effective support, coaching and training to improve the quality of the provision	17/05/2022
ensure that there is always at least one person with paediatric first-aid available at all times, this includes when accompanying children on the school run	17/05/2022
ensure that the new procedures for recording safeguarding information are used effectively, including maintaining detailed and accurate accounts to help monitor concerns and make timely referrals to keep children safe	17/05/2022
ensure designated safeguarding leads fully understand their role and offer guidance and advice to others, so that all staff are fully aware of their responsibilities to identify and respond appropriately to all signs of abuse	17/05/2022

ensure staff are deployed effectively, so that routines of the day are managed well and children's needs are consistently met.	17/05/2022
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**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure all staff plan challenging experiences that take into account children's individual needs and development, so that all children benefit from a curriculum that builds on their prior knowledge and skills	29/06/2022
ensure children benefit from a language rich environment, in order to build on their vocabulary and understanding, to help them become confident communicators	29/06/2022
ensure children's personal social and emotional development is considered when planning experiences, to help children develop a positive sense of themselves, build firm friendships, cooperate and resolve conflicts peacefully.	29/06/2022

## Setting details

<b>Unique reference number</b>	EY550379
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10124855
<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>	Full day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Springfields Day Nursery Ltd
<b>Registered person unique reference number</b>	RP550377
<b>Telephone number</b>	01785 851710
<b>Date of previous inspection</b>	16 September 2019

## Information about this early years setting

Springfields Kids Club registered in 2017. It operates Monday to Friday from 8.30am to 6pm all year, except for bank holidays. The nursery employs three members of staff, all of whom hold relevant early years qualifications at level 3. It receives funding to provide free early years education to two- and three-year-old children.

## Information about this inspection

### Inspector

Emma McCabe

## 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 manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children and parents during the inspection and gained their views about their experiences of the provision.
- The inspector carried out discussions with staff, the deputy manager and manager throughout the inspection.
- The inspector carried out a joint observation with the deputy manager and assessed the quality of education.
- The inspector viewed documents relating to the suitability of staff working in the nursery.

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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