

# Inspection of Springfield Pre-School

Sandiacre Scout & Guide Headquarters, Stanton Road, Sandiacre, Nottingham  
NG10 5DD

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Inspection date: 14 June 2022

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

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

### **The provision is good**

Children arrive at the pre-school smiling and confidently say goodbye to their parents. They independently hang up their belongings and rush to explore the activities with their friends. Children show a strong sense of belonging as they partake in morning registration. They say good morning as their name is called out for the register. Children have opportunity to share any news they have. This further develops their confidence and helps to prepare them ready for school.

Children participate in experiences that are built around their interests. Staff sequence activities and embed children's learning. For instance, children show an interest in lava. Staff discuss with them where lava comes from and in turn, children create their own volcano. During the activity, children gather round excitedly to watch the volcano erupt. They then recall what ingredients they used in their science experiment to make the liquid fizz and bubble.

Children form close friendships with one another. They are kind and helpful and work well together to complete tasks. For example, children set up an exercise activity. They climb and balance safely on tyres, then negotiate their way across a textured balancing equipment. This supports children to develop their physical skills, building on their core strength and coordination. In addition, children use the space outdoors to race around to blow and chase bubbles. They giggle and squeal as they jump up to pop the bubbles.

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

- Children develop a positive attitude towards the benefits of a healthy lifestyle. They chat to their friends as they enjoy nutritious snacks and drinks. Children discuss what foods are good for them and the impact these have on their bodies. For instance, as children play in the role play area, they search through the play foods to find healthy items. A child tells their friends they like cheese and it is good for their bones because it contains calcium.
- Overall, children behave well. They use good manners and remember to say, 'please' and 'thank you'. Staff consistently use praise and encouragement to support children's good behaviour. However, on rare occasions where children display unwanted behaviour, staff are not always consistent in their responses. They do not always support children to manage their own behaviour, or to understand the possible effects of their behaviour on others.
- The manager and staff have a good understanding of what they want children to learn and achieve. Before each new child starts at the pre-school, staff find out what experiences they have already had. They then use this information to plan a varied curriculum, considering children's individual needs and interests. As a result, children make good progress from their starting points.

- Staff encourage children to develop a love of books and reading. They select books that are age appropriate and they know children will enjoy. Staff skilfully bring stories to life and capture children's interest and curiosity. For instance, children wait in anticipation of what is going to happen next. They use their listening and attention skills to recall events in the story and join in with repeated phrases. Staff extend children's learning by discussing the role of the author and illustrator of the book.
- Parents are positive about the pre-school and the staff who work there. They comment that their children have the best time of their lives and staff go above and beyond in what they do. That said, not all parents receive information about their child's next stage of learning and how to support this at home.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Funding is used effectively to purchase specific resources that best support the children's individual learning needs. The SEND coordinator for the pre-school works closely with parents and external professionals. This targeted approach ensures children with SEND make progress.
- Staff say that they enjoy working at the pre-school. They state that their well-being is well supported and they have manageable workloads. The manager conducts regular appraisals with staff to provide coaching and to focus on their professional development. Staff access training to extend their knowledge, and this supports them to build on children's learning even further.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection issues. They understand the signs and symptoms which might suggest a child is at risk of harm. Staff know what to do if they have a concern about a child's safety and well-being. Additionally, they know what to do if they have a concern about a colleague's conduct. The premises are safe and secure so that children cannot leave unsupervised. Any unauthorised visitors to the setting cannot gain entry. Staff are vigilant in following procedures when children are absent, and they monitor children's attendance closely. They identify and minimise potential risks in the indoor and outdoor environment.

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

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

- develop staff's awareness of how to provide children with consistent messages and support so that children understand and manage their behaviour
- improve strategies for sharing information with parents so they are clear about their children's next stage of learning and how they can help support children's learning at home.

## Setting details

<b>Unique reference number</b>	2572577
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10239428
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Springfield Pre-school Committee
<b>Registered person unique reference number</b>	RP520967
<b>Telephone number</b>	07960983423
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Springfield Pre-School registered in 2018 and is located in Sandiacre, Derbyshire. It employs six members of staff, including the manager. All staff hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 9.15am until 3.15pm during term time. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Langley

## Inspection activities

- This was the first routine inspection the pre-school 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 her evaluation of the pre-school.
- The inspector and the manager completed a learning walk together. The inspector spoke with the manager and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with the setting's nominated special educational needs coordinator.

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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