

# Inspection of Springfields Pre-School Ltd

Terrapin Hut, Tudor School, Tudor Road, Sudbury, Suffolk CO10 1NL

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Inspection date: 18 October 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

GoodGood

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

### **The provision requires improvement**

Children do not receive consistent support to help them learn to manage their behaviour indoors. Staff do not always organise the indoor environment to fully encourage children to engage in planned and self-chosen activities. Instead, children flit from one activity to another, often running as they go. The manager and staff do not consistently provide children with a curriculum that is ambitious to help support the next steps in their learning. Activities do not continually excite, challenge and motivate children. Consequently, children's progress in relation to their starting points is variable.

Despite the weaknesses, children are happy to see their friends, and they settle easily. They are confident, independent and have secure relationships with each other and staff. This helps to support their personal, social and emotional development. Children develop their communication skills and freely share their thoughts and ideas with staff. However, at times, staff do not make the most of these discussions to help children extend their learning further. Children enjoy a range of craft activities. For example, they use paint to create pictures and imaginatively mould shapes with dough. This helps to support their physical skills, as they learn to hold brushes and manipulate dough with their fingers.

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

- Staff do not consistently help children to learn how to behave when indoors. For example, children frequently run between the rooms rather than walk. In addition, the current organisation of activities and furniture in the larger playroom means that children are able to run about easily.
- The provider, who is also the manager, does not always ensure that the curriculum supports children's learning and meets their individual needs. Staff regularly observe children and record their achievements. However, they do not consistently use this information to plan a wide range of activities that help children to make good levels of progress. In addition, the available resources do not always excite, inspire or provide enough challenge to fully engage children.
- Children enjoy playing in the enclosed garden. They eagerly explore the wide range of activities with interest and excitement. Consequently, children spend lots of time playing outside. They build towers with large plastic bricks, pretending to layer cement in between each brick, while other children use small wheelbarrows to transport resources around the garden. They laugh, squeal and giggle with their friends as they run about, and they play hide and seek in little wooden structures.
- Children enjoy books and listen to stories read to them by staff. They use their imaginative skills and experiences from home in role play. Children pretend to prepare meals and serve plates of 'food' to staff and their friends. However, at

times, staff do not always make the most of opportunities to support children's communication and language skills. For example, they do not consistently build on children's thoughts and ideas to introduce more complex language.

- The manager and staff speak to Reception class teachers prior to children starting school. This enables teachers to understand children's progress and what they need to learn next. Staff help children to learn about their new schools to make the move on to the next stage of their education smooth.
- The manager encourages her staff to develop their practice and knowledge. Regular supervision meetings enable staff to discuss any professional development or courses they would like to complete. For example, staff request training to help better support children with special educational needs and/or disabilities. This helps to close any gaps in children's learning or refer them on to more specialist support, such as speech and language services. Links with other professionals also help to provide children with the necessary support to make the best possible progress.
- The manager uses additional funding to target areas that will make the biggest difference to those children who are eligible. For example, money is carefully spent to provide parents with resources and guidance to help them support their children with toilet training.
- Staff work closely with parents. They share information with them daily and through an online record system. Parents appreciate the care their children receive. They praise the exciting garden and how much their children like being outside.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know what to do in the event of any concerns about children in their care. They are aware of the statutory safeguarding agencies that they need to contact to report any child protection concerns. Staff understand the dangers posed to children and their families from radicalisation and extremist behaviour. They are clear on the action to take should they have any concerns about another member of staff's conduct. The manager refreshes staff's knowledge during team meetings and through regular training. Risk assessments are robust and are effectively implemented to ensure that all staff know how to ensure children's safety.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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take action to ensure that all staff manage children's behaviour consistently	25/11/2022
improve the quality of education to ensure that staff provide children with an ambitious curriculum that ensures they make consistently good levels of progress in relation to their starting points	25/11/2022
take action to ensure activities provide children with greater levels of challenge and excitement, igniting their curiosity and meeting their developmental needs.	25/11/2022

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

- develop staff's use of open-ended questions to further build on and develop children's communication and language skills
- improve the organisation of the indoor space to encourage children to engage in meaningful play.

## Setting details

<b>Unique reference number</b>	EY456088
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10258212
<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>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Springfields Pre-School Limited
<b>Registered person unique reference number</b>	RP532152
<b>Telephone number</b>	01787 311320
<b>Date of previous inspection</b>	9 February 2017 9 February 2017

## Information about this early years setting

Springfields Pre-school Ltd registered in 2012. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above. The manager holds qualified teacher status. The pre-school is open from Monday to Friday, during school term time. Sessions are from 8.30am to 11.30am and 11.50am to 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Buckingham

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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