

# Inspection of The Spring Playgroup And Preschool

The Spring Playgroup, Montague House, Upper Rosemary Hill, Kenilworth,  
Warwickshire CV8 2PA

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Inspection date: 1 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed by staff into the setting. They separate well from their parents and are keen to explore the learning opportunities on offer. Children's safety takes high priority as they move upstairs to the pre-school, and they are confident in holding on to the handrail as they climb the stairs. Staff support children to take off their coats and to then make a choice about what they would like to play with.

The staff team has developed an interesting curriculum that reflects the needs of children who attend the setting. Children access a wide range of activities and experiences, both indoors and outdoors. The spacious learning environment offers children the opportunity to move about freely, and they demonstrate great enjoyment at exploring what is on offer and getting involved.

Children demonstrate high levels of engagement in their play. They develop strong relationships with their peers and staff across the provision. Pre-school children delight in role play. They communicate well through their play and work cooperatively to successfully engage in imaginative games. For example, children support each other and show great perseverance to lay out a blanket in order to have a picnic.

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

- Leadership is strong. Leaders carefully consider children's unique needs to develop a well-sequenced curriculum that reflects their interests and motivations. Staff are committed to providing children with opportunities that ensure they experience awe and wonder. They have developed a 'promises to children' approach, which builds children's cultural capital and supports them to reach their potential.
- Staff carefully observe and assess children's learning. They use this information to plan for children's next steps, which they share with parents effectively. Leaders work hard to ensure all children, including those with special educational needs and/or disabilities (SEND), make good progress across all areas of learning.
- Children develop their independence and self-care skills well. They have the opportunity to pour their own drinks at snack time and develop competent handwashing skills following toileting. Staff support children effectively to use a step stool to be able to independently access the soap, wash their hands and then dry them successfully.
- Children's communication and language are well supported by the adults in the setting. Staff maximise opportunities to introduce new words to children through play. For example, staff and children engage in a game of hiding and finding

their dinosaurs in the mud. Children excitedly use the phrase, 'Help me, I'm buried,' as they delight in hiding their dinosaurs from each other.

- Children mostly behave well. Older children understand the need to take turns and share resources. They are able to negotiate and work out how to ensure everyone can be involved in their games. Younger children are still developing these skills. While staff use gentle reminders when children display unwanted behaviour, they do not consistently support them to develop their understanding of right from wrong.
- Children develop a love of stories. Staff actively encourage them to choose and share books from the high-quality texts on offer, and children delight in pointing to familiar characters within the books. Children also benefit from listening to a story in a larger group. Staff skilfully encourage children to participate in the story by joining in with swooping actions to mimic the owls in the book.
- All children are offered access to mark-making materials. However, staff do not always provide a wide range of developmentally appropriate and interesting resources and opportunities to support and inspire children in their creative mark making and their early writing and literacy skills.
- Parents are extremely pleased with the provision. They comment on the friendly, approachable staff and the flexible service that meets their needs. Parents are delighted with the progress that their children make and the way that their individual characteristics are respected and celebrated. Outdoor provision is identified as a strength of the setting by parents, and they are pleased with how much fresh air and exercise their children have access to.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear working knowledge of the signs and symptoms of child abuse. They understand their role and responsibility in keeping children safe and protecting them from harm. Staff are clear about the procedure to follow if they have a concern about a child. Designated safeguarding leads across the setting are skilled at supporting staff and ensuring their own knowledge is current. The team attends regular training and shares any updates effectively. Leaders have developed clear systems for recording and reporting concerns that reflect the local safeguarding arrangements.

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

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

- review opportunities for mark making in order to more precisely support all children to develop their early literacy skills
- communicate behaviour expectations to children consistently and clearly to support and further extend their understanding of right from wrong.

## Setting details

<b>Unique reference number</b>	EY487966
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10236642
<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>	54
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	The Spring Playgroup Charity CIO
<b>Registered person unique reference number</b>	RP534500
<b>Telephone number</b>	01926864443
<b>Date of previous inspection</b>	31 January 2017

## Information about this early years setting

The Spring Playgroup And Preschool registered in 2015. The provider employs eight members of childcare staff. Of these, two are unqualified, four hold a qualification at level 3, one at level 5 and one with early years professional status. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The out-of-school provision opens Monday to Friday, during term time. Sessions are from 8am until school opening, and then from 3.30pm until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Gadsby

## 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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The deputy 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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