

# Inspection of Springwood Nursery & Link Club

50 Chapel Road, Penketh, Warrington WA5 2NU

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Inspection date: 28 June 2023

## **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

Good

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

### **The provision requires improvement**

Recent struggles with staffing and absence by the provider, has had a negative impact on the overall quality at this setting. The provider has not ensured that the acting manager, in her absence, has had the time and resources needed to ensure good standards are consistently maintained. As a result, there are breaches to requirements that have a negative impact on children's quality of education and their health and well-being.

Staff do not always have high enough expectations for all children. Although some staff provide positive interactions, this is not consistently implemented. Some children become bored and wander off during activities. This is because planned activities do not meet their unique learning needs and, at times, are not pitched at the right level to maintain their focus and attention. Staff understand that some children are not making sufficient progress in their communication and language. However, they do not ensure that the way they carry out some targeted activities help children to catch up. For example, toddlers become restless during a group story time. Instead of adapting the session and supporting children to actively join in, staff just hand children their dummies and ask them to sit still. In addition, during group singing sessions, toddlers are not encouraged to face staff, so they can model words and join in with the actions.

Despite these weaknesses, children are cared for by kind and caring staff. Staff know children and their families well. All children including those who are very new to the setting, are happy and settled. Children behave well and show tolerance and respect to their friends. For example, older children help the toddlers to access toys and resources. Children love the outdoors and are supported to develop their large physical skills.

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

- The provider has failed to notify Ofsted about a significant event as is required. This was discussed with the provider at the inspection. Ofsted accepts that this was an oversight by the provider on this occasion. That said, the provider has made secure arrangements to keep in regular contact with parents during her period of absence. She regularly updates parents about changes that are happening in the setting. Parents comment that they are happy with what is provided for their children and say staff are 'wonderful'.
- The acting manager works well with the provider to ensure the setting is run as smoothly as possible. However, most of the time she is needed in the rooms to care for the children. This means she does not get enough opportunities to lead staff and support them to further develop their teaching practice. As a result, some interactions with children are weak and some children do not make the

progress they are capable of.

- The acting manager and staff are clear about what they intend children to learn as they progress through each room in the setting. However, staff fail to adapt planned activities, when children are all grouped together, to ensure their learning needs are met. For example, during group activities babies and toddlers become bored because they do not understand the activity. Furthermore, pre-school children lose focus and become distracted because of the toddlers wriggling and are getting up and down from the session. This disrupts the session and all children's learning.
- Staff plan some fun and exciting activities to support children's communication and language skills. For example, staff read enthusiastically to children and encourage their love of books and reading. However, despite knowing that some children need further support with their speaking skills, staff often use dummies to pacify children, even when they are not upset or sleeping. This does not help children to gain confidence to speak and develop their vocabulary.
- The provider does not act quickly enough to replace broken items, such as the hand soap dispensers in the children's bathroom. As a result, children cannot thoroughly and hygienically wash their hands. When pointed out to the provider at the inspection, she did take steps to address this by providing a bottle of antibacterial soap. However, this was placed on a window ledge out of children's reach. As a result, children only rinsed their hands under the water. This compromises their continued good health.
- Children love to play outdoors. They have access to a well-planned and thought-out outdoor space. Children practise their physical skills as they ride bicycles and pedal cars. In addition, children grow their own produce that they pick and eat as part of snacks and meals. These support children to develop a positive attitude to leading a healthy lifestyle.
- Children are encouraged by staff to have a go when they encounter difficulties. As a result, children are patient and resilient. During an activity about recognising feelings and emotions, children are encouraged to pull faces and express how they are feeling. These help children understand and regulate their own feelings and behaviour.

## **Safeguarding**

The arrangements for safeguarding are effective.

The setting is safe and secure. Leaders and staff have attended safeguarding training. They have a secure understanding of their roles and responsibilities to keep children safe from harm. Robust recruitment and vetting arrangements are in place. These ensure children are cared for by suitable staff. Staff understand and diligently implement the setting's policies and procedures for risk assessment and child accident. This further ensures children's safety.

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

**To meet the requirements of the early years foundation stage and**

**Childcare Register the provider must:**

	<b>Due date</b>
strengthen the curriculum for communication and language, so that children are further encouraged to extend their speaking skills	14/07/2023
ensure that when re-grouping children you consider any impact this may have on their learning and development and re-shape planned activities accordingly	14/07/2023
implement planned activities in a way that ensures all children's individual needs are met	14/07/2023
ensure that daily checks identify when vital resources, such as hand soap, need replacing and do this swiftly to better support children's hygiene needs and good health.	14/07/2023

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

- strengthen the current arrangements for staff coaching and supervision to help staff raise the quality of their teaching practice and implement the intended curriculum to a consistently good level.

## Setting details

<b>Unique reference number</b>	EY448400
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10300021
<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>	1 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Springwood Nursery Limited
<b>Registered person unique reference number</b>	RP531692
<b>Telephone number</b>	01925 722080
<b>Date of previous inspection</b>	16 January 2018

## Information about this early years setting

Springwood Nursery & Link Club registered in 2012. It is situated in purpose-built premises in the Penketh area of Warrington. The setting employs five members of childcare staff. Four staff hold appropriate early years qualifications at levels 3 to 6. One member of staff is unqualified. The setting opens Monday to Friday, all year round, from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Birch

## 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 this into account in their evaluation of the provider.
- The acting 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 spoke to the inspector throughout the inspection.
- Staff spoke to the inspector throughout the inspection.
- 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 a joint observation of a communication and language activity with the acting manager.
- The inspector spoke with the acting manager and the provider about the leadership and management of the setting. The inspector also looked at relevant documentation.
- The inspector spoke with some parents and took account of their views.

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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