

Inspection of Springboard Nursery

Haltemprice Court, Springfieldway, Anlaby, East Yorkshire HU10 6RJ

Inspection date: 5 October 2023

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

The provision is good

Leaders show they value staff, and this is reflected in staff feedback. Staff value the emotional support and well-being checks that are conducted. Leaders recognise that staff strive to provide high levels of care and education and consider ways of rewarding their commitment. They enable staff to access a wide range of training opportunities to contribute to the good standard of teaching, which builds on children's learning and skills.

Children are greeted warmly by staff. They excitedly enter the welcoming and enticing environment. A strong key-worker system ensures that staff know their children well. Staff understand the role of the key worker in liaising with parents and other professionals, ensuring that their key children are progressing to their maximum potential. Staff know the next steps in children's development to focus on and this contributes to the progress they make. Staff have a clear understanding of the curriculum and what they want children to learn. This knowledge ensures that children can transition from room to room with the required skills and learning.

Staff support children who have additional needs very well. This enables them to assist children when they have difficulty expressing themselves or dealing with the environment. Staff support all children to manage their feelings and interact with their peers. They remind children about sharing and using kind hands.

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

- Staff use observations to ensure that children are developing well. Staff learn about children's starting points and monitor their progress in their learning. They obtain the required information to support children's care in the setting and extend their learning at home.
- The SENCO understands how to support children who require additional help and intervention from external agencies. She ensures that strategies are used within the setting to continue to promote children's development while awaiting external support. Staff try hard to seek solutions to support children and promote their development to the best of their abilities.
- Staff enable children to develop their communication and language skills as they skilfully guide conversations. Staff model good language use, correctly pronouncing and sounding words. This enables children to hear, copy and develop their own language. Staff introduce new vocabulary. For example, children learn about 'predicting' as they guess the outcome of the weighing activity.
- Children's mathematical development is progressing well. Staff introduce mathematical language as they talk about standing up and lying down and being

above or below. Staff use counting in routine situations. For example, at lunchtime children count the number of plates they will need for the children on the table.

- Staff encourage children to problem-solve. When children ask questions of staff, the staff turn this around and ask the children to think about what the answer may be. This contributes to children's critical thinking and enables children to resolve problems. For example, they think about how they can remove the excess paint from their pictures and consider how the paint will affect the drying time.
- Staff promote children's independence skills well. They enable children to serve their own food and pour their water. Staff support children to wash their hands following the painting activities and encourage them to dress and undress the dolls. This prepares them for the next stage in the learning journey.
- Children learn about healthy food choices as they play in the sand. Staff talk to them about treats and healthy food as the children make pretend food. Children know what is considered a healthy option. Staff are aware of handwashing and germs; however, it is not consistently considered. Health awareness is not always promoted through ensuring that runny noses are dealt with swiftly or mouths covered when coughing.
- Parents report great satisfaction with the care and education provided for their children. They explain how the key-worker system ensures that their children settle following the sharing of information about their child's routine, needs and development. They appreciate the online means of communication, which ensures that they know about the progress their children are making.
- Leaders have a clear vision of ways to continue to improve and build on the provision. They seek feedback from parents and staff to contribute to these improvements.
- Staff ensure that the environment is safe for children generally, through visual checks and risk assessments. However, at times, they do not always act quickly when slip hazards occur.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good awareness of how to keep children safe. They know the areas which can impact on children's well-being such as alcohol abuse, domestic abuse, harm and neglect. Staff know the action they would take should they have concerns. Staff undertake fire drills to ensure that children know about fire safety and how to exit the building safely.

What does the setting need to do to improve?

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

- support staff to consistently follow and teach robust hygiene practices at all times, to promote children's good health and their understanding of how to keep healthy
- support staff to revisit risk assessments throughout the day to minimise any slip hazards.

Setting details

Unique reference number	EY469202
Local authority	East Riding of Yorkshire
Inspection number	10301303
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	98
Number of children on roll	166
Name of registered person	Heelas, Gail
Registered person unique reference number	RP511341
Telephone number	01482 353898
Date of previous inspection	11 January 2018

Information about this early years setting

Springboard nursery registered in 2013. The nursery employs 34 members of childcare staff. Of these, 24 hold appropriate early years qualifications at a minimum level 3 or above. The nursery opens from Monday to Friday, all year round except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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