

Inspection of Spins Pre-School

Standon and Puckeridge community centre, Station road, Puckeridge, Hertfordshire
SG11 1TF

Inspection date: 22 November 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

Staff provide a range of engaging activities which children happily participate in. All staff know the children who attend very well and respond to their interests. Interactions with children are meaningful and have purpose. They specifically relate to the child's individual developmental milestones. For instance, staff provide resources to support children's upper body development as they recognise this is an area that children enjoy practising.

Children are familiar with the routine of the session and staff support newer children to join in with group times. Staff recognise when younger children may not be able to sit and focus for lengthy periods of time. They provide children with other learning opportunities while group time continues. This helps all children to be able to focus and concentrate on what they are doing.

Staff act as positive role models to children and promote good behaviour well. They praise children for sitting as they eat snack, talking to them about what they have been doing. Staff use their strong bonds with children to encourage them to join in with situations which are unfamiliar to them. For example, staff participate in a football session which is being led by a visiting coach. Children respond positively to this and excitedly join in with the activity.

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

- There is clear curriculum in place at the pre-school and all staff understand and follow this. Staff speak confidently about their key children. Managers have strong oversight and know all of the children and families who attend. They use this information to tailor their curriculum to the particular needs of the children. They incorporate life events into their planning. For instance, staff and managers plan opportunities for children to explore babies and dolls when children are expecting a new sibling.
- Parents and carers speak confidently about the support children receive at the pre-school. They feel well informed about their child's progress and take on board feedback and suggestions from staff. Parents share a range of information with staff when children start and this provides opportunities for staff to identify children's initial starting points more swiftly.
- Managers are highly reflective and respond to the needs and thoughts of staff and parents. They act as positive role models for the wider staff team. They collect parental feedback regularly and adapt what they do in response to this. For instance, managers adapt the entry process at the start of the day to help parents drop their children off in a timely manner. This supports parents to feel valued and encourages them to share their thoughts and ideas freely.
- Support for children with emerging needs is promptly put in place, including

those children who have special educational needs and/or disabilities. Staff work positively with other agencies and integrate the information they discuss into their provision. This helps to provide children with consistent messages and support.

- The pre-school are a part of the wider community and actively work to build relationships with families outside of the setting. For instance, they run a regular toddler group which parents and carers attend with their children. This helps to familiarise children with the building and staff before they begin at the pre-school. This also contributes towards children settling quickly when they start.
- Managers work well together to provide staff with support and guidance. Staff benefit from training and regular discussions about their performance and managers observe their practice frequently. This helps staff to continue to improve their practice and interactions with children.
- Children learn about the expectations of staff as part of their morning group time. Older children confidently speak about why the rules are in place. However, staff do not consistently help children to recall the rules and follow them instinctively. For instance, they struggle to gain children's attention to remind them to walk indoors due to the volume levels in the large hall space.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that all staff are aware of the process to follow should they have concerns about children or their colleagues. Appropriate checks are completed before staff begin working with children. The suitability of visitors to the pre-school is also robustly checked. Staff receive regular training and this helps them to keep their knowledge up to date. Managers consider the impact of their local area and surroundings. They use this information to inform their risk assessments, which help to keep children safe.

What does the setting need to do to improve?

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

- provide children with consistent support to understand and follow the rules in place.

Setting details

Unique reference number	EY478329
Local authority	Hertfordshire
Inspection number	10317918
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	44
Name of registered person	Spins Partnership
Registered person unique reference number	RP908089
Telephone number	07881 533339
Date of previous inspection	15 February 2019

Information about this early years setting

Spins Pre-School registered in 2014. The pre-school employs eight members of childcare staff. Of these, seven hold relevant childcare qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents and carers spoke to the inspector and she considered their views and opinions.
- The inspector and a manager jointly observed staff interacting with children. They discussed the impact of these interactions on children's learning and development.
- The inspector viewed a range of documentation, including staff suitability forms.

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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