

Inspection of Springfields Day Nursery

Wells Hall Primary School, Wells Hall Road, Great Cornard, SUDBURY, Suffolk CO10 0NH

Inspection date: 9 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this welcoming nursery. Staff provide an environment where children feel safe and secure. They take the time to get to know the children and their families, celebrating what makes them unique. This helps them to build strong bonds with their key children and their families.

The manager plans and sequences the curriculum to focus on the skills that children need for the next stage in their learning. For instance, a range of activities and resources are provided to help strengthen children's small hand muscles. Children follow instructions from staff, who give them timely reminders about routines, such as tidying up for lunch. This helps children to develop positive attitudes to their learning. Additional funding is used well to ensure that children who need further support get the help that they need. For example, the nursery has purchased additional resources to support home learning.

Staff use their knowledge of what children enjoy, organising the environment to meet children's needs. For example, they understand that children are motivated to learn when there are resources that support their interests. As a result, children demonstrate high levels of curiosity and concentration. For instance, young babies spend extended amounts of time, given their age, exploring magnets and discovering how they stick to other toys.

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

- Staff plan a range of activities to encourage children to be physically active. This supports children's well-being and physical development. For example, children have free-flow access to the outside environment, where they begin to manage risk as they negotiate the outside climbing apparatus. Other children work together to rake up the leaves in the garden. Inside, children dance to music and engage in action songs with their friends. Young babies hold the hands of their familiar adults as they start to learn to walk.
- Staff promote children's independence well. Young children demonstrate resilience and perseverance when tasks are challenging. For example, they remember the sequence which they have been shown to flip their coats over their heads to put them on themselves. When they do not manage this first time, they practise repeatedly. Staff provide support at just the right time to help children achieve their goals. Children demonstrate pride in their achievement and staff praise their efforts, helping to boost their self-esteem and confidence.
- Children generally behave well. Staff support children to take turns and share resources. When children have minor disagreements, staff remind them of the rules of the nursery, such as remembering to use 'kind hands'. However, on occasion, some staff are not consistent in helping children to understand how

their behaviour affects others.

- Staff focus on building children's communication and language skills. They talk with children about what they are doing and link words to actions. For example, children mix ingredients together during an activity. Staff put words to their actions, such as 'mix' and 'stir'. Children enjoy both looking at books independently and sharing them with an adult. As a result, children are confident communicators.
- Children learn the importance of good hygiene practice from an early age. Staff provide timely reminders to children to wash their hands at appropriate times. Babies are encouraged to pull to stand at the low-level sinks as they wash their hands before they eat. Older children independently wipe their own nose and dispose of the tissues.
- Parents speak highly of the staff. They commend the excellent communication they receive both through the online platform and the daily feedback from their child's key person. They are aware of what children are learning in the nursery and how they can support their children to continue this learning at home. Parents comment how happy their children are to attend the nursery. They state that their children 'flourish' in the nursery's care.
- The manager carries out regular supervision meetings with staff and observes their teaching practice. She provides valuable feedback to help develop their practice. However, at times, staff lack the confidence to implement the curriculum consistently to support children's next steps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help staff to consistently support children to understand how their behaviour affects others
- support staff to help build their confidence in implementing the curriculum, including children's next steps.

Setting details

Unique reference number	EY538426
Local authority	Suffolk
Inspection number	10320613
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	34
Number of children on roll	40
Name of registered person	Springfields Pre-School Limited
Registered person unique reference number	RP532152
Telephone number	07803514005
Date of previous inspection	13 September 2018

Information about this early years setting

Springfields Day Nursery registered in 2016. The nursery employs seven members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions operate from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 nursery 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024