

Inspection of Springwell Pre School

Whetstone Baptist Church, Springwell, Dog and Gun Lane, Whetstone, Leicester
LE8 6LJ

Inspection date: 6 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form strong bonds with staff at the welcoming pre-school. They are given lots of cuddles and reassurance as they are greeted warmly by staff on arrival. Children settle quickly, finding their favourite activities and toys. Staff plan and deliver activities that spark children's interests and ignite their curiosity. Staff help children make connections with experiences they have at home as they talk to children about the dinosaur skeletons they have previously seen in museums.

Overall, children are kind and considerate. They remember their manners as they politely ask for paper while exploring paint and creating pictures outdoors. Children proudly show the staff their creations, and the staff kindly praise and encourage their efforts. Older children are supported to understand the importance of sharing toys and following instructions during the day.

Staff help children to practise their large-muscle skills and coordination as they clamber up the climbing frame and carefully balance on walking beams. Staff act as good role models and play alongside children. They skilfully build children's vocabulary and introduce new words as they play. Children are supported to develop their small-muscle skills as they delve into mud. They confidently dig with spades and use the scoops on the back of toy trucks to dig.

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

- The pre-school manager is committed and passionate about her role. She uses action plans for improvement and has a clear vision for enhancing the provision. The manager provides staff support through supervision meetings and training.
- Children benefit from rich interactions with staff. Staff encourage and observe children to ascertain what they know and can do. The information they gather helps them to plan and identify what children need to learn next. However, staff do not provide consistently engaging interactions to support children's learning outdoors. This results in children not being helped to build on their existing knowledge and skills in the outdoor environment.
- Staff consider the curriculum for mathematics well and embed this throughout the pre-school. They use playful interactions to help children learn about mathematical concepts. As children pretend to make homes for their dinosaurs using sand, staff ask, 'How can we make the door bigger?'. Younger children learn the concept of numbers as staff support them to count their towers made of bricks.
- Children generally behave well. They interact positively with others and listen to gentle instructions from staff. However, staff support for younger children is not always consistent. At times, the staff do not remind children about the consequences of their actions when they forget the pre-school expectations. This

results in occasional disruptive behaviour.

- Children's language and communication skills are promoted well, including those with English as an additional language. Staff encourage children as they talk, asking questions and introducing new words. Children benefit from the regular stories staff read and borrow books to enjoy at home with their parents.
- Children with special educational needs and/or disabilities receive good levels of support. The special educational needs coordinators work closely with families and other professionals to ensure children gain positive experiences at pre-school, and progress well in their development.
- Parents speak highly of the dedicated and supportive staff team. Staff share regular updates on children's learning through daily discussions, coffee mornings and stay-and-play sessions. Parents say the support the staff provide has a positive impact on their child's development.
- The manager and her staff plan a range of experiences for children to learn about the wider world. Children benefit from fresh air and exercise as they visit local parks and discover the community around them. They are introduced to new experiences and gain knowledge of the animal kingdom as they handle different animals that visit the pre-school.
- Transitions to school are carefully considered by the manager and staff team. Staff liaise with parents and meet with teachers before children start school. They support children with their independence skills in preparation. Children become more confident as they practise putting on clothing and self-care skills, such as using the toilet and washing their hands.

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:

- strengthen teaching outdoors to maximise children's learning across all areas of the curriculum
- support younger children to understand rules and boundaries and why these are in place.

Setting details

Unique reference number	2671542
Local authority	Leicestershire
Inspection number	10337175
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	78
Name of registered person	Whetstone Baptist Church Pre-School Committee
Registered person unique reference number	RP900942
Telephone number	01162863145
Date of previous inspection	Not applicable

Information about this early years setting

Springwell Pre School registered in 2022 and is located in Whetstone, Leicestershire. The pre-school is open Monday to Friday, from 9am to 3pm, term time only. It employs 13 members of childcare staff. Of these, 12 hold relevant early years qualifications at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie North

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, the manager and the inspector completed a learning walk of all areas of the pre-school and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the 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 special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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