

# Inspection of Springfield Stars Preschool

Springfield Primary School, Forsythia Close, CHELMSFORD CM1 6XW

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Inspection date: 20 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The manager and her team are committed to provide all children with high-quality care and learning opportunities. They ensure the pre-school is inviting and use their knowledge of what children know and can do to plan a selection of well-organised activities across the ambitious curriculum. The staff work closely with the parents to incorporate what they know about the child, children's interests and what they need to learn next, into activities that cover all areas of learning. The curriculum is well designed and is routinely evaluated to ensure the best outcomes for those attending. Children show they are enthusiastic and eager to learn and are keen to try new experiences. They show sustained levels of concentration and engagement.

Children are fully supported to develop the skills they need to become independent learners. Supporting children's well-being is the priority for all decisions made. Children are encouraged to make choices for themselves, for example, when they want to have a snack. Therefore, play is not interrupted. Children peel and chop bananas and pour their own drinks. They sit comfortably and chat to their friends, comparing how many pieces of banana they have. Children establish strong bonds with the pre-school staff who are positive role models. They speak with genuine kindness and respect to the children. Children understand the high expectations of the staff and demonstrate a positive attitude toward learning and their behaviour is very good.

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

- The quality of teaching is good. All children make good progress from their starting points. The curriculum is carefully planned around children's interests and the staff are skilful in their interactions. Children are fully prepared ready for transition to school and future learning.
- Children are confident speakers. Staff engage children in conversations and encourage children to contribute to group conversations. For example, they excitedly look at the caterpillars they are growing. Children discuss the change taking place and recall information they have previously learned. They talk about the cocoon and predict what will happen to the butterflies when they release them.
- Staff make effective use of settling-in arrangements to build strong relationships with parents. Parents comment on how they value the personalised support their children receive. They say they are 'extremely encouraged' and appreciate the excellent communication, structured learning environment and constant support they receive at the 'wonderful setting'. Parents comment that they feel their children are 'truly valued' for their individuality and feel any concerns are respected and listened to.

- The pre-school special educational needs coordinator is very knowledgeable about her role and is committed to ensure children with special educational needs and/or disabilities and their families, are well supported. Staff provide children with early intervention strategies to ensure they can actively participate in all aspects of the pre-school.
- Children learn about the importance of making healthy food choices. They understand the importance of fresh air and exercise and keeping safe in the sun. Children know to wear sun hats and sun cream when they play outdoors
- Children have various opportunities to be physically active in the large outdoor space. They relish their time in the well-resourced garden and flow freely, throughout the day, from indoors to outdoors as they make their own choices. Children have ample opportunities to develop their large physical skills as they climb, slide and ride bicycles to improve their coordination and spatial awareness.
- A robust recruitment and induction process ensures all staff are suitable for the role and understand the expectations of the pre-school. Staff feel well supported with regular training opportunities, supervisions, and team meetings.
- Children enjoy role play and act out real-life scenarios. They make birthday cakes with dough and sing happy birthday to one another. Children enjoy making marks using chunky chinks and writing materials are in abundance and easily accessible. However, on occasions some creative activities are led by staff and children are not always encouraged to have a go for themselves to express their individual creativity.

## **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:**

- support staff to provide more opportunities for children to develop their imagination and creativity.

## Setting details

<b>Unique reference number</b>	2679847
<b>Local authority</b>	Essex
<b>Inspection number</b>	10350714
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Springfield Stars Ltd
<b>Registered person unique reference number</b>	2679846
<b>Telephone number</b>	01245 467120
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Springfield Stars Preschool registered in 2022. The pre-school employs seven members of childcare staff, of whom six hold appropriate early years qualification at level 3. It operates Monday, Tuesday, and Thursday from 8.50am until 3.25pm, and on Wednesday and Friday from 8.50am until 12 midday, during term times only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hartigan

## Inspection activities

- This was the first routine inspection the provider has 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 pre-school.
- The manager and the inspector completed a learning walk together and discussed the curriculum and what the team want the children to learn.
- The inspector observed the quality of education being provided 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 together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and 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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