

# Springfield Bees Preschool

Perryfields Community Hall, Springfield, Chelmsford, CM1 7PP



<b>Inspection date</b>	30 April 2018
Previous inspection date	22 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children flourish in the extremely caring, safe and secure environment. Staff fully understand the needs of the children and their families. Parents are very appreciative of the exceptional lengths staff go to in tailoring the provision to meet the needs of all children.
- Staff develop very effective partnerships with a wide range of professionals. This supports a consistent and joined-up approach for children's learning. Staff meet children's individual development needs well. Children who have special educational needs (SEN) and/or disabilities make very good progress in their learning.
- The manager is ambitious and extremely committed to providing high-quality care and learning for all children. She has a strong drive to continually improve the quality of the pre-school. Self-evaluation is firmly embedded in practice and leads to well-targeted action plans which continually improve outcomes for all children.
- Staff are extremely good role models. They create a positive environment of mutual trust and respect. Children behave very well. They are kind towards each other and are well mannered.

### It is not yet outstanding because:

- There are few opportunities for children to extend their mathematical understanding.
- The manager has not fully embedded ways to raise the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- enhance the opportunities available for children to extend their mathematical understanding
- monitor the quality of teaching and learning even more closely to identify how practice can be enhanced to achieve the highest level of learning experiences for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents through discussion and reading the written feedback provided.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The highly committed manager has a vision to provide the best levels of care and learning for children. Staff regularly attend training to enhance their knowledge and skills. The manager supports staff well. She has identified that there is scope to extend professional development opportunities for staff to take their teaching to an even higher level. Safeguarding is effective. All staff have a good understanding of their responsibility to keep children safe and whom to contact if they have any concerns about children's welfare. The manager closely monitors children's achievements. She quickly recognises where there are gaps in children's development and ensures activities and experiences are planned to support what children need to learn next. Feedback from parents is extremely positive. They comment that, 'nothing is too much trouble for staff'.

### Quality of teaching, learning and assessment is good

Staff know children well. They regularly observe and make accurate assessments of children's learning. Staff share good information with parents about children's progress and regularly discuss children's development and priorities for learning. They plan challenging activities that motivate children in their purposeful play. For example, children enjoy participating in group activities led by a scientist. They learn about static electricity and enjoy watching what happens when different chemicals are mixed together. Staff support younger children well to discover using their senses, such as when exploring blocks of ice.

### Personal development, behaviour and welfare are outstanding

Children thrive in this exceptionally inclusive learning environment. Children's social and emotional development is given the highest priority. Staff know individual children extremely well and build very strong bonds with them. They consistently value children's efforts and contributions. Children develop an excellent understanding of how to keep themselves healthy. For example, during a group activity staff use glitter to demonstrate how germs are passed through the air and through touch. Children listen intently and respond as staff ask for suggestions for 'getting rid of the glitter'. Children benefit from daily opportunities to be outside. Their independence is extremely well promoted from an early age. For example, children willingly have a go at putting on their wet weather clothing and wellington boots.

### Outcomes for children are good

All children make good progress and achieve as typical for their age. Children have excellent opportunities to learn first-hand about their local community. For example, they have had recent visits from a police officer and nurse to learn about these different professions. Staff support children's transition to school well. They share photographs of the different schools which children will attend and talk to them about what might happen at school. All children develop the skills and positive learning attitudes they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY430190
<b>Local authority</b>	Essex
<b>Inspection number</b>	1094938
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Springfield Bees Pre-School
<b>Registered person unique reference number</b>	RP908000
<b>Date of previous inspection</b>	22 January 2015
<b>Telephone number</b>	01245 264110

Springfield Bees Preschool registered in 2012 and is managed by a committee. The pre-school employs nine members of childcare staff. Of these, six hold an appropriate early years qualification at level 3. The pre-school opens from Monday to Friday during the school term. Sessions are from 9am until 3pm. The pre-school provides funded early education for two- three- and four-year-old children.

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