

The Spring Playgroup And Preschool



The Spring Playgroup, Montague House, Upper Rosemary Hill, Kenilworth,
Warwickshire, CV8 2PA

Inspection date	31 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Well-qualified managers and staff make a highly knowledgeable and dedicated team. Training and coaching are particular priorities. They meticulously complete additional research and continually strive to deliver exceptionally high-quality provision. They share what they learn to inspire one another, actively contributing to the continued success and maintenance of excellent outcomes for children.
- 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 and exceeding expectations of quality and standards.
- Children form very close bonds with the familiar staff team. They settle in quickly, developing high levels of confidence and self-esteem and are eager to embrace everything the setting has to offer them.
- Key persons and other staff know the children extremely well. The assessments of children's progress, planning and implementation of activities and staff's performance are rigorously checked by the manager. These help her to ensure outstanding teaching continues to have the best possible impact on children's learning.
- Excellent partnership working helps to promote a complementary approach to children's learning and development between the setting and home. There is an exemplary focus on fully involving parents and families in children's learning. Staff and parents eagerly talk about the children's current and emerging interests and abilities. They exchange ideas to further enhance children's progress.

What the setting needs to do to improve further

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

- continue to enrich children's learning experiences outdoors, in order to maintain the excellent standards of outdoor learning already achieved.

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 staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the deputy. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lucy Showell

Inspection findings

Effectiveness of the leadership and management is outstanding

Managers and staff have an uncompromising commitment towards improvement and enthusiastically reflect on and evaluate all aspects of the provision. They frequently seek the opinions of children, parents, carers and other professionals, in order to pinpoint priorities for further enhancement. They have exciting ideas and are working with others to put plans in motion to help them make even better use of the outdoor provision, in order to help them maintain the excellent standard of outdoor learning. The arrangements for safeguarding are effective. Staff are vigilant. Managers ensure staff are confident in following the stringent procedures to record and report any concerns about a child's welfare in a timely manner.

Quality of teaching, learning and assessment is outstanding

Staff know precisely what to do to enrich children's learning. For example, they provide excellent opportunities for individual and small groups of children to extend their understanding of numbers, letters and the sounds they represent. Children's progress is expertly assessed based on accurate observations. It is used to inform simple yet comprehensive planning which is sharply focused to match changing needs. The setting is a hive of activity, with each child fully engaged in the rich and varied array of experiences offered across three different rooms. Staff skilfully get involved, at children's invitation, to challenge and stretch their thinking even further. Constant encouragement and praise gives the children a real boost of confidence, helping them to express their ideas and increasing their motivation to learn.

Personal development, behaviour and welfare are outstanding

Staff astutely identify possible hazards in the environment and take very proactive steps to teach children how to manage risks. For example, children learn to use resources safely and carefully walk down the stairs ready to go outside. Children behave extremely well in relation to their ages and stages of development. They learn to listen, share and consider the needs of their friends. Staff act as superb role models and apply rules and boundaries consistently and in a calm and relaxed manner. Children's health and well-being are promoted to an excellent standard. Staff are very sensitive to the children's needs, working closely with parents regarding issues, such as toilet training, to ensure consistency of care. Mealtimes are very sociable occasions. Children relish the opportunity to show staff how well they eat and to see what others have in their packed lunches.

Outcomes for children are outstanding

Children make exceptional progress given their starting points and are particularly well prepared for change when it is time to move on. They develop excellent independence and are extremely comfortable in their surroundings. They use great imagination, constantly initiating and extending activities for themselves. Some children pretend they are mummies or daddies. They use each of the rooms, taking their 'babies' for a walk, traveling on the 'boat' and then go 'home' to do the ironing. Others enjoy quieter activities, threading pasta tubes onto wool, listening to stories or taking turns to move the remote-controlled train under tables and between their friends' feet.

Setting details

Unique reference number	EY487966
Local authority	Warwickshire
Inspection number	1010522
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	40
Number of children on roll	39
Name of registered person	The Spring Playgroup Charity
Registered person unique reference number	RP534500
Date of previous inspection	Not applicable
Telephone number	01926864443

The Spring Playgroup And Preschool was registered in 2015. The setting employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, four at level 3, one at level 5 and one with early years professional status. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The out-of-school provision opens Monday to Friday, term time. Sessions are from 8am until school opening, and then from 3.30pm until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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