

Inspection of Springburn Childcare

Springburn Childcare, Ermin Street, Shefford Woodlands, Hungerford, Berkshire
RG17 7AA

Inspection date: 29 August 2024

Overall effectiveness	Good
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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

Leaders demonstrate a clear understanding of what they want children to learn at each developmental stage. The nursery's priorities are for children to be effective communicators, as well as becoming confident and independent learners. The success of staff's practice across the nursery is evident when older children routinely hold lively discussions about their home experiences. Staff are positive role models and lead by example. Children replicate staff's behaviour as they work in collaboration to form new games.

The curriculum is varied and appealing to children. Staff know their children well, showing a good understanding of their individual needs and what makes them unique. They provide exciting activities based on children's interests, giving them many opportunities to explore with their senses. For example, babies feel the texture of cornflour mixed with water. Toddlers practise the skills they have learned about brushing their teeth. They use toothbrushes and toothpaste to 'brush' their doll's teeth. Pre-school children explore the properties of real oranges as they are supported by staff to make orange juice.

Children behave positively. Staff consistently give age-appropriate messages that help children understand what is expected of them, such as turn taking. For example, staff encourage turn taking as babies stack rings to create a tower. Toddlers receive praise for patiently waiting their turn to pour water into their cups at mealtimes. Pre-school children show their friends kindness as they offer them help. This helps children develop essential life skills for the future.

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

- Leaders know each staff member's strengths and effectively support them to fulfil their roles. They observe staff's practice and accurately identify areas for further development. Leaders work hard to raise teaching standards to a consistently high level. Staff have ample opportunities to progress professionally. For example, as part of the ongoing garden refurbishment, a member of staff is given responsibility to further enhance the unused outdoor areas. They have been instrumental in building a strong relationship with a local farmer to help children learn first-hand about growing and harvesting the crops.
- Throughout the nursery, children develop a love for books. Leaders and staff have identified a set of stories that are appropriate for each age. These stories are skilfully brought to life by enthusiastic staff, whose priority is to help children learn new words and understand features of the different stories. For instance, staff's interactions help babies name the animals in the book. Toddlers are supported to act out different actions and sounds as they become the characters in an adventure story. Pre-school children are encouraged to remember the

sequence of story events from a more detailed story.

- Staff support children's physical development well. They encourage them to practise and master a variety of skills. All children have many opportunities to use their bodies in different ways. For example, babies learn to balance on different terrains in the garden. Toddlers bend, balance and climb as they negotiate an obstacle course in the garden. Pre-school children have great fun using the open space in the large field to run. These activities help them to develop muscle strength, good balance and coordination.
- Staff work closely with parents, the nursery's special educational needs coordinator and other professionals to ensure early help is swiftly put in to place. This shared approach supports all children to make good progress, including those who need additional support to catch up with their peers. However, occasionally, staff do not consider precisely enough how to extend children's learning and do not always build on what children already know and can do. Children's learning, during these moments is not fully maximised.
- In general, staff deployment during routine times of the day is mostly effective. This helps to create a calm and respectful atmosphere, where children know what is happening next. However, there are times, when some children's needs are not fully met. This is especially evident at lunchtimes when the organisation of staff does not always lend itself to creating an orderly environment. Younger children wait for extended periods of time, and some start to feel very sleepy before finishing their meal.
- Parents speak highly about the progress children make during their time at the setting, particularly in relation to communication, independence and social development. Staff provide parents with regular updates, including special moments from their children's day. Newsletters provide parents with ideas to promote children's learning at home, which helps support their continual development.

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:

- review and improve organisation of key routine times of the day and deployment of staff to ensure a consistent approach to promoting children's good health routines
- support staff to plan and identify better quality opportunities to extend children's learning and development even further.

Setting details

Unique reference number	EY558338
Local authority	West Berkshire
Inspection number	10351332
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	74
Number of children on roll	157
Name of registered person	Bright Stars Nurseries UK Limited
Registered person unique reference number	RP558337
Telephone number	01488 649 650
Date of previous inspection	25 October 2018

Information about this early years setting

Springburn Childcare registered in 2018. It is situated in Hungerford, Berkshire. The nursery is open Monday to Friday, from 8am to 6pm, all year round. It is eligible to receive funding to provide free early education for children aged two, three and four years. There are 26 staff working with children, 21 of whom hold appropriate qualifications from level 2 to level 5.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the senior leaders and has taken that into account in their evaluation of the provision.
- The quality manager and nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children, parents and staff spoke to the inspector during the inspection, who took account of all 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.
- The quality manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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