

# Inspection of Springboard Opportunity Group Worle

Castle Batch Children's Centre, Bishop Avenue, Weston Super Mare BS22 7PQ

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Inspection date: 30 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children and their families receive exceptional support from the inspirational staff and management team. Managers and staff are dedicated to providing children with experiences that prepare them for the next stage of their learning. Children are given high levels of guidance and support, which helps them to settle and feel safe and secure when they arrive at the setting. Children with identified needs and who are below typical levels of development thrive at the setting. For instance, some children who were unable to communicate when they first attended are now learning to develop their language. Children learn to sit and participate in turn during games, where previously social interaction would have been difficult for them to do.

Despite children's different levels of needs, staff are able to motivate them and engage them in learning. For example, children are highly motivated to take part in group activities, during which they learn to follow instructions and listen. Children learn to manage their feelings and behaviour as staff use excellent strategies, such as working on a higher ratio of adults to children, and implementing consistent routines and boundaries.

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

- The management team constantly reflects and evaluates to ensure that all children have the best possible support to achieve. For instance, managers and staff have adapted their assessment process to include smaller goals between levels to give children more achievable targets. Parents are now more able to recognise and celebrate all the learning achievements and progress that their children make.
- The management team and staff have developed outstanding partnerships with children's parents. Staff work closely with parents to gain a shared understanding of children's progress, interests and experiences. Management and staff offer support and guidance to children's families; for example, they give advice about services that they can access. They also give parents support, such as teaching siblings techniques to enable them to communicate with each other and build relationships. Parents say that they feel extremely lucky to have the staff for support.
- The highly skilled and nurturing staff provide children with exciting and interesting activities that stimulate and challenge them to learn. For example, children excitedly await their turn to explore what happens when they bang a drum with rice on it. They squeal with delight as the rice flies into the air. Children learn to concentrate and listen as they wait for their turn.
- Staff use highly effective methods to support all children to communicate and make their own decisions. They implement strategies that parents and other

professionals can use away from the setting, to ensure that all children are included and can express themselves. For instance, some children are learning to use actions alongside words, and others use picture cards to communicate. Parents report that this communication support has helped children to regulate their behaviour, as they feel less frustrated when communicating with others.

- Staff recognise each child's emotional needs and support them exceptionally well. They know that some children struggle with the social side of mealtimes, so they provide children with the space that they need to feel comfortable and less anxious. Staff help children who are non-verbal to communicate their feelings. For instance, children use emotions cards and actions to tell staff what they are feeling.
- The management team recognises the importance of working in partnership with the other settings that children attend. Staff have excellent methods to ensure children are supported through a shared approach. For instance, staff visit the other settings to show other professionals how to use the communication methods and involve them in supporting children's next steps in learning.
- Managers and staff realise how daunting the transition for school can be for children with SEND. They implement superb procedures to support children to have a smooth transition. For example, they provide 'moving on to school' workshops and ensure that children have the appropriate support they need for when they start school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff have an excellent understanding of their responsibility to keep children safe, such as through the precise level of risk assessment undertaken for children who struggle to understand the risks for themselves. Staff monitor children's well-being, and all staff confidently know the signs and symptoms that may indicate a child is at risk of neglect or abuse. Staff understand the procedures that they must follow if they have concerns about the welfare of a child. The management team follows robust procedures to recruit and monitor staff who are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY551270
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10130787
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	3 to 4
<b>Total number of places</b>	8
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Springboard Opportunity Group
<b>Registered person unique reference number</b>	RP911316
<b>Telephone number</b>	01275 341113
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Springboard Opportunity Group Worle registered in 2017. The group is situated in Worle, North Somerset. The group is open Monday and Friday from 9am until 12pm and on Thursday 9am until 3:30pm, term time only. The opportunity group is in receipt of funding for the free education of children aged three and four. Seven members of staff work with the children: two hold level six qualifications and five have level three.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The manager gave the inspector a tour of the setting and explained how the curriculum is delivered.
- The inspector looked at a sample of documentation, including evidence of staff's suitability and qualifications.
- The inspector observed the interactions between staff and the children and considered the impact on children's learning.
- The inspector spoke to parents, staff and children and took account of their views.
- A meeting was held with the inspector and management team.

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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