

Inspection of Springboard Opportunity Group - Weston

Ashcombe Children's Centre, Stepping Stone Walk, Weston-Super-Mare, Avon BS23 3NA

Inspection date: 12 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children attending this specialist setting receive exceptional teaching and learning from highly qualified, caring and dedicated staff. Children all have special educational needs and/or disabilities (SEND) and benefit from a curriculum that is exceptionally well organised to meet their individual needs. They arrive confidently and staff who know them incredibly well, greet them warmly. Children are exceptionally happy, safe and secure.

Children behave extremely well. They follow the rules and expectations of the setting, with gentle guidance from staff when needed. Staff provide a consistent approach to behaviour management which supports children to learn how to self-regulate. For example, children access the sensory room or seek out a quiet place to calm down independently. Staff are incredibly attentive and recognise when children need additional support to manage their feelings. They act swiftly to distract them or provide sensory resources to help them to relax.

Children concentrate for extremely long periods of time, supported by skilled staff who modify activities to meet their individual needs. Children show immense pride in their achievements. They smile widely and clap their hands when they successfully use a communication card to request a snack. Children learn skills to prepare them for their next steps in education, school and later life. They develop their social, emotional and communication skills both within the setting and in the wider community through trips to local shops and cafes.

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

- Leaders and managers have a clear vision for providing high quality care and education that meets children's individual needs. Staff have high expectations and aspirations for all children and ensure they make progress through meticulous planning and targeted assessment.
- Staff work very closely with parents from the outset. They offer targeted workshops, drop ins and a lounge where they can meet with staff and other parents. This helps to ensure parents feel comfortable leaving their children. Staff are always on hand to support parents or answer questions, should the need arise.
- Parents are extremely happy with the support they receive and the progress their children make. They say that the impact of the setting on their lives has been 'life changing'. Parents value getting to know other parents who share the same experiences, through events and meetings arranged by the manager.
- Staff support children and families exceptionally well in preparation for school. For example, staff attend meetings with schools and share information and guidance with teachers. Children explore school uniforms with staff to get to

know how they feel and look, to help to ensure a smooth transition.

- Staff work collaboratively and proactively with other professionals to ensure they support every child in the best possible way. They share this information with other settings, where children attend more than one, to ensure continuity and to help children achieve the best possible progress.
- Children's emotional well-being is extremely well catered for. Children rest and relax if they become tired or overwhelmed. Staff are attentive and soothing and support children to stay calm. For example, they stroke children's arms with a sensory toy and sing gently when a child is tired.
- Communication is expertly tailored to meet children's individual needs. Children develop social skills and learn how to communicate through words, gestures, makaton and/or the picture exchange communication system. Children learn to take turns and make choices and staff praise them effectively for communicating their wants and needs.
- The manager spends additional funding with integrity. For example, purchasing physiotherapy equipment that children use in the setting to support children's physical and sensory needs at home.
- Staff say they feel very well supported and that their well-being is a priority. The manager highly values staff and works hard to keep their morale high and work-life balance right. For example, staff receive additional time to complete administrative tasks.
- Staff are extremely highly qualified. Robust induction, appraisals and supervisions are used to identify and target training. This develops staff practice and ensures children receive the best possible teaching. For example, training has deepened staff knowledge of children's communication, social skills and mental health as a result of the pandemic.
- Children and families were very well supported during the lockdown period of the COVID-19 pandemic, receiving weekly phone calls and resource packs to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff and managers have a thorough knowledge of the signs and symptoms of abuse and receive ongoing training to keep their knowledge up to date. They know the procedure to follow to report any concerns, including potential allegations made against a member of staff. The designated safeguarding lead works closely with external agencies to help keep children safe. Leaders and managers follow safer recruitment procedures to ensure all staff working with children are suitable and effective systems are in place to monitor this. The risk assessment procedure is robust and regularly reviewed to ensure the environment is safe for children.

Setting details

Unique reference number	EY337966
Local authority	North Somerset
Inspection number	10125957
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	29
Name of registered person	Springboard Opportunity Group
Registered person unique reference number	RP911316
Telephone number	01934 426165
Date of previous inspection	9 December 2013

Information about this early years setting

Springboard Opportunity Group - Weston registered in 2006. It is located in Weston-Super-Mare. All children attending have special educational needs and/or disabilities. The setting is open Monday, Tuesday, Thursday and Friday for two separate sessions during the day from 9am to 12pm and 1pm to 4pm, term time only. Stay and play sessions operate throughout the year on Tuesdays and a play scheme runs during some of the holidays. The setting employs nine members of staff, two of whom hold qualifications at level 6, one at level 5 and six members of staff hold relevant qualifications at level 3.

Information about this inspection

Inspector
Lisa Large

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed interactions between staff and the children.
- 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 inspector spoke with the manager, chair of trustees and chief executive officer about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.

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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