Inspection of Springboard Early Years Autism Hub

Mead Vale Primary School, Kestrel Drive, WESTON-SUPER-MARE BS22 8RQ

Inspection date:	24 January 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children with special educational needs and/or disabilities (SEND) make good progress at this setting. They are greeted by warm and caring staff who help them settle quickly. Staff know all children extremely well. They use their knowledge of children's interests to set up the playrooms and motivate and encourage children to take part in a range of carefully planned activities. For example, children smile as they intently watch and listen as staff slowly pour gloop into a tray. Staff praise children for concentrating. This encourages children to have a positive attitude towards their learning and develops their listening and attention skills.

Children receive high levels of support and interaction from staff who continually use positive language and offer cuddles when children need reassurance. Children show they feel safe and secure as they freely explore inside and outside. Staff intuitively know when to offer support and guidance and when to allow children to take risks. For instance, children independently climb into hammocks in the playground to enjoy the soothing rocking motions. This develops children's physical skills. Staff have embedded a clear routine. They take time to prepare children for changes. Staff successfully use visual resources to help children understand what is expected of them. Children respond positively to staff and behave well.

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

- Staff tailor their curriculum to meet each child's needs. From the outset, staff gather information from parents to identify what children need to learn and what motivates and interests them. Staff use regular assessments to effectively plan for each child's next steps. They use a range of teaching strategies to provide individualised support to help children reach their goals. For example, staff use weighted backpacks and spinning chairs for children who are learning to manage their sensory needs.
- Managers and leaders allocate funding effectively to address any gaps in children's learning and development. They offer a range of experiences that equip children with essential skills and knowledge for the future. For example, children go on local walks, learn how to use equipment at the park, and visit the nearby café. These opportunities help children learn about and feel part of their community.
- Partnerships with parents are strong and effective. Parents appreciate being kept informed about their child's progress and learning. Events like drop-ins and coffee mornings offer parents resources and ideas to support children's learning at home. For instance, staff share advice on toilet training, healthy eating, and safe sleeping. Parents speak very highly about the individualised care and support they and their children receive. They comment on how the setting 'makes a big difference to their lives'.

- Staff use effective techniques to develop children's communication skills, including sign language, picture symbols, and objects to help children's understanding of language. However, staff sometimes miss opportunities to fully enhance children's verbal skills for those who are in the early stages of communicating verbally.
- There is a shared ethos around listening to the 'child's voice'. Staff constantly encourage children to make choices and decisions around all aspects of their day. Children hand photos to staff to select toys, decide when to go outside, and to request food. This boosts children's independence and self-esteem.
- Relationships with other professionals and providers are positive. Staff integrate professional's advice and suggestions into children's individual plans. Nonetheless, the process of sharing information with other providers is not fully embedded to ensure consistent learning for children who attend other settings.
- Children's social and emotional development is a key focus. For instance, staff use children's favourite toys such as car ramps to teach children turn-taking skills. Staff sensitively dim the lights and create calm spaces when children need time to regulate their emotions. They use symbol cards and signing to help children label emotions like happy and sad. However, these strategies are not always used consistently to support children to learn how to understand and manage their emotions according to their stage of development.
- Leaders and managers prioritise staff development and well-being through regular supervisions and training. Some staff recently attended training on using touch and music to support children's sensory and communication needs. This training has enhanced staff's ability to engage children who find listening and attending to adults difficult.

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:

- make the most of opportunities to fully extend speech and language skills for those children who are beginning to use verbal communication
- embed the processes for communication with other settings children attend, to ensure staff consistently share key information and fully support children's continuity of learning
- support staff to consistently help children to understand and manage their emotions in ways that match each child's stage of development.

Setting details

Unique reference number	2709048
Local authority	North Somerset
Inspection number	10368682
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	48
Number of children on roll	22
Name of registered person	Springboard Opportunity Group
Registered person unique reference number	RP911316
Telephone number	07592363747
Date of previous inspection	Not applicable

Information about this early years setting

Springboard Early Years Autism Hub registered in September 2022. It is located in Weston-Super-Mare, North Somerset. The setting specialises in supporting children with special educational needs and/or disabilities. It is open during school term times, from 9.30am until 3.30pm Monday, Tuesday, Thursday and Friday. The setting employs 12 members of staff 11 of whom hold relevant qualifications from level 2 to level 7. The setting offers government funded places.

Information about this inspection

Inspector
Mikaela Jauncey

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- Staff talked to the inspector throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to parents and took their views into account.
- The manager carried out a joint observation of a turn taking activity with the inspector.
- The inspector observed interactions between staff and children throughout the inspection.

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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