

# Swanton Abbott Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY370040
<b>Inspection date</b>	03/03/2009
<b>Inspector</b>	Tessa Margaret Betts
<b>Setting address</b>	Swanton Abbott School, Youngmans Lane, Swanton Abbott, NORWICH, NR10 5DZ
<b>Telephone number</b>	01692 538 987
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Swanton Abbott Pre-School is a long established, committee-run facility which originally operated from Swanton Abbott Village Hall but moved to new facilities adjacent to Swanton Abbott Primary School in April 2008. A maximum of 26 children from two years to five years may attend at any one time. There are currently 36 within the early years age range on roll. The Pre-School, which is registered on the Early Years Register is open from 9.00-15.00 on Mondays and Tuesdays and from 9.00-12.00 on Wednesdays, Thursdays and Fridays during school term-time.

The Pre-School welcome children with learning difficulties and/or disabilities and children who speak English as an additional language. Five staff are employed to work directly with the children. Four staff hold relevant child care qualifications appropriate to their position and one staff member is currently undertaking a Level 2 qualification. An additional staff member has been recently appointed as a part-time administrator.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Swanton Abbott Pre-School provides a rich learning environment where children are motivated to make good progress in all areas of their development. The staff are well-led and work effectively together. Their on-going commitment to professional development successfully enhances the outcomes for children. Children's welfare is actively promoted through many secure policies and procedures. Parents are generally well-informed and their involvement valued in many aspects of Pre-School life. Good working links with the host primary school ensure the children's seamless transition to the next stage of their education.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the accuracy of information held in the complaints procedure, so that parents are fully informed as to what action would be taken if a concern arose
- consider how you can liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care.

## **The leadership and management of the early years provision**

Children's welfare, learning and development is significantly enhanced through the strong day-to-day leadership of the playleader and a supportive committee. Roles and responsibilities are clearly defined which contributes to creating a happy and relaxed environment where staff and children are happy and secure. Good

organisation which includes the maintenance of records, policies and procedures provide solid foundations to support the working practices of the staff. Vetting procedures are robust and staff are very well-deployed throughout the session to support the needs of all children. Staff are highly committed to ensuring children are safeguarded. They are confident in their understanding of the signs and symptoms of abuse and have clear, well-presented written guidance documents to support an effective referral should a concern arise.

Children benefit from the enthusiasm of the staff who are experienced childcare practitioners and who work together well. Their individual strengths are recognised by the playleader. Through regular staff meetings and appraisals, areas for staff development are identified and acted upon through further training or mentoring by more experienced senior staff. The Playleader and her staff have a clear vision for the future to further improve the outcomes for children. Plans are in hand to extend the outdoor play area, make information more accessible to parents by way of a large outdoor noticeboard, and monitor and respond effectively to the views of working parents around the demand for additional sessions. Collectively, they have started to look at the process of self-evaluation. They are currently seeking the views of both committee members and parents, ensuring they play an active part in highlighting the strengths and weaknesses of the provision to secure further improvement.

Parents are keen to share their views about this setting. They feel well-informed about the progress their children are making in their learning and development. Written comments from parents include 'they have given me so much feedback and we have seen our child come on in leaps and bounds'. Inclusion is promoted well as staff take time to gather information about the children's home background and are able to demonstrate through discussion how activities and routines could be adapted to accommodate the needs of all children. Whilst effective links have been made locally, they have not yet extended these to other provisions which some children attend to ensure their progression and continuity of care across all aspects of the Early Years Foundation Stage.

## **The quality and standards of the early years provision**

Children's development is well-supported by key adults who motivate them to become active learners. Children are drawn to interesting and well-presented activities on arrival and settle quickly. Children's starting points are known through gathering information from parents and through observations made by staff. An effective key worker system is in place ensures children's learning experiences are geared and planned to meet their individual needs. This promotes the inclusion of all children well. Staff are skilled in their use of open-ended questioning which encourages children's thinking. All areas of learning are carefully woven into many routine and planned activities. Children's independence is actively encouraged as they make choices in their play. Due to the well organised layout of resources, children are able to see what is available and competently get what they need for their chosen activity. They show their ability to socialise well as they sit alongside a friend at the computer, allow others to join in a table top game or work together in the home corner in role-play situations. Children less confident or new to the

setting are well-supported by key staff who are on hand to offer a reassuring cuddle.

Planned adult-led activities such as a group parachute game incorporates many areas of children's learning. Children learn to work together, enjoy developing good physical movements as they crawl underneath in turn, experience the thrill and excitement of making the teddies jump up and down on the parachute as it floats in the air as they sing together. Children are confident communicators as they initiate spontaneous conversation with each other and staff. They are developing early mark making skills as they draw and paint with increasing confidence, with more able children writing recognisable letters. They are encouraged to take an interest in written print as they listen to stories attentively and make good use of the enlarged book area to celebrate National Book Week.

Children learn about numeracy as they count the number of teddies, learning simple concepts of addition and subtraction as they take some away and put them back. Children have regular opportunities to play outdoors, where they balance on stilts, pedal on sit-on bikes, chalk on a large blackboard or role-play in the large wooden Wendy House. Observations and assessments are completed which identifies children's next steps in their learning. This information is then discussed within the staff group and incorporated into each child's individual learning story and fed into future planning. Parents are able to make an active contribution in their child's learning. Regular afternoon and evening sessions are offered where parents can discuss individual progress with their child's key worker.

Children's welfare is keenly promoted at the Pre-School. Health information gathered from parents is acted on by staff. All staff hold current first aid certificates and have a well-stocked first aid kit to respond to minor accidents. Children are developing a positive attitude towards healthy eating. Children enthusiastically sit down to a variety of fresh fruit at snack time making choices from bananas, apples and tangerines. Whilst regular drinks are offered, children are able to independently help themselves to fresh drinking water on demand. Children understand about the importance of good hygiene as they talk about getting rid of germs on their hands before eating. Whilst robust risk assessments ensure children remain safe at all times, children are learning to keep themselves safe. They help to keep the play environment safe as they tidy up when they have been playing with large floor activities. Gentle reminders by staff help children to understand why they need to crawl onto the large parachute as the surface is shiny and slippery. Regular fire drills held reinforce what action children need to take in such an emergency. Children's behaviour is excellent. Clear and consistent messages given by staff help children to learn acceptable behaviour and the effect of their behaviour on others. Minor incidents are quickly and appropriately addressed at the time. Parents are generally well-informed through clear written policies which are accessible. Whilst no complaints have been made to date, the written complaints procedure does not inform parents as to what action the Pre-School would take if a concern was raised or that a written log is held.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.