

# Swallows Day Nursery

Inspection report for early years provision

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**Unique reference number** EY386523  
**Inspection date** 26/05/2009  
**Inspector** Judith Harris

**Setting address** Swimbridge House Nursing Home, Swimbridge,  
BARNSTAPLE, Devon, EX32 0QT  
**Telephone number** 07729622956  
**Email**  
**Type of setting** 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Swallows Day Nursery was registered in 2009. The nursery has its own self-contained premises in the village of Swimbridge in North Devon. Children have use of one large room and two smaller rooms as play and sleep areas, and have access to a fully enclosed garden for outdoor play. A maximum of 20 children aged from birth to eight years may attend the setting at any one time. There are currently 20 children attending who are within the early years age range. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are three members of staff, including the provider, who all hold appropriate early years qualifications.

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

The overall quality of the provision is good. The nursery team have enthusiastically embraced the Early Years Foundation Stage and are confidently using flexible planning that supports children's learning through their own interests. The ongoing development of the use of self-evaluation and daily reflective practice are ensuring that all staff understand the clear vision for continuous improvement. The warm, welcoming environment actively encourages good partnership with parents.

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

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

- continue to develop systems for gathering information about children's learning and development both in the setting and at home
- continue to develop self-evaluation to support continuous improvement

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

The nursery is enthusiastically led and managed by the provider, who works closely with her deputy and the staff team to provide children with a comfortable and secure environment. The provider and staff team are developing their use of self-evaluation to support them in identifying the nursery's strengths and weaknesses and in building a clear vision for continuous improvement. The nursery team are well qualified and extensively experienced childcare professionals who are exceptionally self-motivated and demonstrate very high levels of commitment. This is a small, close knit team who are successfully supported by the provider to be confident in their roles and responsibilities. The nursery is building successful partnerships with parents that are supported by the positive systems for sharing information through regular newsletters and daily exchanges of information. Parents are invited to come into the nursery at any time and the nursery organise open days to support parents to share in the children's activities. Children's initial profiles have clear factual information and provide some information about

children's individual interests. All required documentation records, policies and procedures are place and effectively shared with parents and staff. A comprehensive range of risk assessments are carried out through both annual and daily checks, ensuring that the building is secure and children's safety is maintained at all times. The safeguarding children policy is comprehensive and provides detailed information about signs and symptoms and how to record and report in line with the Local Safeguarding Children Board guidelines. The provider has robust staff records that ensure that all suitability checks are confirmed and recorded.

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

Children are happy, confident and well settled in the nursery's calm and comfortable environment. The relaxed and flexible daily routines provide children with a good amount of free play time, which allows them time to experiment and explore. Children are playing with a wide variety of activities including play dough with tools and a weighing game with pasta. Children have direct access to a role play area, book corner and the outdoor play area. After snack time, children have a story and a singing activity with the adults. Photo evidence shows children taking part in creative and cooking activities. Staff use their interaction with the children to support their language development and to appropriately challenge the children. They ask open questions that support children to develop problem solving skills and extend their thought processes. The nursery planning shows that children are supported to develop an understanding of the wider world through activities that include different festivals and celebrations. To further support inclusion, the nursery has policies and procedures for the support of children with learning difficulties and disabilities within the setting. The garden provides an area where children can play freely and safely with a good range of outdoor equipment. They can free flow from the play room to the garden providing freedom to explore and discover. Within the main room, there is a small baby area so that babies can have a quiet and safe area but can also play in the main room with good support from the adults. There is a small sensory room which is used with small groups or individual children and used as a sleep room. The nursery is developing the use of a variety of observation and assessment techniques and systems to allow them to record children's individual learning journeys. These include individual observations, photos of children at play and examples of children's work kept in individual files. The provider is developing her understanding and her staff's knowledge of schemas to support them in planning effectively for children's individual interests. The provider is developing the use of good flexible planning techniques and uses spider charts to support all staff to add their ideas to the planning at any time. Children's health is very well supported through good hygiene routines and good procedures for preventing the spread of infection. Healthy and well-balanced snacks are provided by the nursery and the staff work in partnership with parents to ensure children are provided with well balanced midday meals. Children's safety and security are well supported by good systems for the arrival and collection of children and vetting of all visitors.

## 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

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met