

Swallownest Pre-School

Inspection report for early years provision

Unique reference number	303272
Inspection date	26/11/2009
Inspector	Angela Howard

Setting address	Horsa Huts, Rotherham Road, Swallownest, Sheffield, South Yorkshire, S26 4UR
------------------------	---

Telephone number	01142 876823
-------------------------	--------------

Email

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Swallownest Pre-School opened in 1970 and operates from a single storey building. It is managed by a voluntary committee. The setting is situated in a residential area on the outskirts of Rotherham. Children have access to a secure outdoor play area. The premises are accessible for people with limited mobility. It is open each weekday from 9.15am until 3.15pm, for 36 weeks of the year. A maximum of 24 children aged two to five years may attend the setting at any one time. There are currently 27 children on roll, of which three children receive nursery funding. This provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. There are five members of staff, of whom all hold appropriate early years qualifications. Two members of staff have recently completed a Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An ethos where children are warmly welcomed, and every child is treated as unique, is successfully promoted to ensure children's welfare; and consequently progress in their learning and development is good. Strong links with parents further enhance inclusive practice and the relationship with other professionals is mostly positive. Expectations of children are high, and thorough initial and ongoing assessments ensure staff are able to plan effectively the next steps to stretch children's learning. The management of the setting is forward thinking, they have clear ambitions for the future and are proactive in involving children, staff and parents in the self-evaluation of the setting.

What steps need to be taken to improve provision further?

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

- build upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are rigorous. Staff have a good understanding of how to protect children, and what action to take should they have any concerns about a child's well-being or safety. Staff have up-to-date knowledge of the possible signs and symptoms of abuse and the appropriate procedures to follow should they have any concerns about a child. All staff and volunteers in the setting are rigorously vetted. Robust systems are in place to record the details of any visitors including the purpose of their visit. There is a high ratio of staff to children, and staff are effectively deployed ensuring children are

always well supervised. Children's safety is a high priority at this setting. Staff have a systematic approach towards assessing potential risk and take effective steps to prevent accidents. The use of thorough risk assessments on the premises and before any outings ensure children are safe. The environment both indoors and outdoors is organised creatively so that children can access a wealth of exciting learning opportunities, which are easily accessed. The whole ethos of the setting is one of warmth and is very welcoming. Staff ensure children have a strong sense of belonging helping them to feel settled and secure. Children participate in a wide range of activities that help to develop their appreciation of the wider world. They explore festivals from around the world and access many good quality toys and resources that promote positive images of diversity, using these in everyday play situations. Vibrant posters, positive images in the wide range of books and stimulating role play resources encourage children to value diversity. This is further enhanced by staff actively encouraging children to talk about home and their experiences to help them learn to appreciate and value each other's similarities and differences

Staff are highly motivated and good communicators. They have a clear ambition for the future, and are beginning to put together robust plans to ensure targets are achieved successfully. Staff work in complete partnership successfully promoting a good working atmosphere inspiring children; Good ratios enable sustained interaction that help children to flourish. There is a strong ethos of reflective practice throughout the setting. The evaluations made about practice, children's activities and snap shot observation records of children's progress show how keen they are to continually improve outcomes for children. All recommendations at the last inspection have been completed and any improvements identified during the self-evaluation process have a positive impact on the overall quality and outcomes for children. Parents praise the setting highly and feel very well informed about their child's progress; photographs, wonderful wall displays and how the setting is presented each day, gives them good insight into activities their children access. From the outset staff work in complete partnership with parents and ensure that a personal welcome is given to everyone entering the building, this promotes good communication and creates a sense of belonging. The relationship with other professionals is mostly positive. However, the system in place to liaise and work successfully with other settings offering the Early Years Foundation Stage are in their infancy. Therefore, information is not always used effectively to ensure continuity of care and education.

The quality and standards of the early years provision and outcomes for children

Staff have a good knowledge and understanding of the Early Years Foundation Stage and implement it successfully to promote children's learning and development. They plan a wide range of good quality play opportunities to develop children's emotional, social, physical and intellectual capabilities. Staff are keen to focus on children's individual interests and use this information to make them feel nurtured and valued. They know each child very well, and meet with parents to discuss starting points and children's progress regularly. Assessment is rigorous and achievements are well recorded. Staff treat everything as an opportunity to

learn. They plan the environment and activities to stimulate children's curiosity and enjoyment. Children take the lead in their own learning and are supported and challenged very well to build upon what they already know. This results in children making good progress in their learning, and ensures they are motivated and have good self-confidence.

Children access a wealth of different materials and use their imagination very well. They love the craft workshop where they design, build and create their own models or collages. Children thoroughly enjoy the water play to wash the tea pots. They use their imagination vividly when playing with the dinosaurs in wet and dry sand with logs, pebbles and foliage to bring the activity to life. They spend a great deal of time engrossed in using the play dough to create buns and describe the feeling as soft, smooth and sticky in some places. Children dance with gusto to music playing in the background in the restaurant and when favourite rhymes are played they spontaneously sing along. When playing in the restaurant they ask if the food is cooked right, if it is too hot or cold, if they want sauce and how many are coming to eat. Children's mark-making skills are encouraged further in this role play, where they are encouraged to make marks to represent names for bookings at the restaurant and write down what people would like to eat. Children have access to a good range of activities to develop their knowledge and understanding of the world. The range of gardening activities is vast; they love to plant a wide range of vegetables, they tend to and cultivate them throughout the different seasons. They have successfully grown radishes, runner beans, peas, courgettes, potatoes and parsnips. Plans and observations records show children routinely access a wide selection of information and communication technology equipment including programmable toys, a computer, digital cameras and dance mats. Children skilfully build with large plastic blocks and soon realise they need to lean them against each other to stop them tumbling down. They count accurately the number of raisins they use on their buns and count one, two, three as they press buttons on the till. Therefore, the children learn through good quality hands on experiences and engage enthusiastically in challenging activities that promotes their learning well.

Staff take positive action to promote children's health by providing a wide range of nutritious food at snack time. They encourage parents to provide healthy contents in lunch boxes and adhere to each child's individual dietary needs. Children enjoy a good range of energetic physical activities. The urban junk outdoors gives them ample opportunities to develop their skills and move and control their bodies in different ways. They handle and move large equipment such as tubes, pipes, logs and wooden planks skilfully and safely. They climb with ease, balance on milk crates and run down wooden planks they have made into ramps. This results in children learning the importance of a healthy lifestyle and vigorous outdoor play is part of their daily routine, promoting the development of a positive attitude towards exercise and children's physical development. Children demonstrate a good awareness of possible dangers and hazards as they help to mop up and sweep any spills on the floor. They are encouraged by staff to think about how to keep themselves safe by considering the outcomes of their actions. When they walk across the large wooden plank in the outdoor play area staff ask them to consider the dangers. Children quickly reply that they need to be careful they don't drop it on their toes or hit any one with it as they walk. Constant sensitive

reminders about rules help children to begin to take responsibility for keeping themselves safe. They enjoy a good balance between the freedom to explore and the staff setting safe limits.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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
--	-----