

# Little Swans Pre-School

Inspection report for early years provision

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**Unique reference number**

EY315587

**Inspection date**

02/02/2010

**Inspector**

Fiona Robinson

**Setting address**

School Bungalow, First Avenue, Dawlish, Devon, EX7 9RA

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## Description of the setting

Little Swans Pre-School is managed by a voluntary committee of parents. Originally registered in 1997, the pre-school moved to its present location, based within the grounds of Westcliff School in Dawlish, in January 2006. The facilities include a main playroom, with an attached kitchen, a small library, which can be used as a quiet area, an outdoor play area and toilets. There is ramped disability access to the setting.

The pre-school is registered to provide 23 places for children aged from three years to under five years. At present there are 44 children on roll, all of whom are funded. The children come from the surrounding area. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It operates Monday to Friday from 9am to 12 noon and 1pm to 3pm, term time only. A supervised lunch time session is also provided which runs from 12 noon to 1pm.

There are eight members of staff employed, six of whom are appropriately qualified and one of whom is currently undertaking a Level 3 childcare qualification. A qualified teacher is also available, and she provides support for three sessions. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school staff work closely with the early years advisory teacher and have very good links with Westcliff and Gatehouse primary schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is because the pre-school provides an exciting and stimulating environment for the children to explore. They are fully included in a wide range of activities and the staff team are very effective at promoting the children's welfare. Excellent partnerships with parents and the host school ensure that staff have the necessary information to support children's needs. Children enjoy their activities and achieve very well. Staff clearly identify where their strengths and areas for development lie and demonstrate an excellent commitment to continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- develop further the outdoor area of learning, including the forest school provision.

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

Staff safeguard and promote children's welfare very well. They have an excellent knowledge of safeguarding procedures. Comprehensive policies and procedures are fully implemented to ensure children's safety. Risk assessments are carried out regularly to minimise danger. Children are fully supervised indoors and outdoors, to ensure their safety. Security within the setting is outstanding and there are robust collection procedures in place.

Partnerships with parents is outstanding. They say their children enjoy coming to the pre-school and feel they are kept very well informed of their children's achievements. Key staff share the children's achievement folders with parents on a regular basis and comprehensive newsletters keep them well informed of topics and special events. The setting also benefits from excellent links with the host school, which include regular liaison with staff. Staff are experienced in caring for children with special educational needs and/or disabilities and work very closely with the children's parents and outside agencies. The relationship with the adjoining children's centre is excellent and the setting benefits from the use of its facilities and the wooded area.

The pre-school is very well led and managed. Good self-evaluation systems ensure that the views of parents and children are taken into consideration when identifying areas for possible development. Staff meet on a weekly basis to discuss planning and assessment and they hold more formal meetings every half term. They benefit from opportunities for staff development and regularly access training. They demonstrate a very clear idea of their strengths and areas for development, and there is a strong drive for improvement. Currently, they are further developing the outdoor area of learning and the forest school area, to enhance an already exciting curriculum. The manager and staff routinely monitor the children at their activities and target setting is realistic and challenging. They actively promote equality and diversity and ensure children are fully included in all activities. Excellent progress has been made in addressing the recommendations of the previous inspection. In particular, there is excellent monitoring and recording of the children's progress in their achievement folders. Activities are very well planned and effective use is made of resources to meet the needs of the children. Manager and staff demonstrate an excellent commitment to the further development of the pre-school.

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

Children benefit from being cared for in a bright, stimulating and inclusive environment. They are very well supported in their play and enjoy daily access to the outdoor area. Staff plan a wide range of learning activities and share ongoing observations of the children. An excellent key person system ensures that all children experience exceptional continuity of care. The children achieve very well in their activities and are both happy and settled.

Children's health is promoted well and they are helped to develop a good understanding of healthy foods. Independent skills are developed well as they pour their own drinks and help to prepare their own snacks in their café. The children enjoy making their own pizza with healthy toppings, and preparing fruit and vegetables for snack time. They have an excellent understanding of keeping safe as they take part in fire drills and visit the fire station. The children enjoy riding their bikes and pedalled vehicles and balancing on apparatus. They gain a good understanding of the importance of taking exercise.

Children are very well behaved because staff are excellent role models. Children share resources sensibly, they enjoy fundraising activities and they contribute very well to their community. They are fully involved in events such as the summer fête and excellent links have been established with the local home for the elderly. Recently the children performed their Nativity concert there. Festivals such as Diwali, Christmas and the Chinese New Year enrich the children's experiences and they enjoy learning about other cultures and sampling different food.

Children have fun being creative in their well organised indoor area. They enjoy helping to create a wonderful green model of a crocodile for parents and painting pictures for their Art Gallery. There is an excellent balance of adult-led and child-initiated activities. Children enjoy going on bug hunts in the wooded area and cooperate very well when they play parachute games. They imagine they are travel agents in their role-play area, and learn about one another as part of their topic on 'Myself and my Family'. Personal development and language skills are promoted very well. Children enjoy listening to familiar stories such as 'We're Going on a Bear Hunt', and eagerly join in with the actions. Most can count up to 20 and beyond and many can write their names. They are keen to complete simple computer programs, and they enjoy outdoor exercise and movement activities, whenever possible. Overall, children are very well prepared for life outside the school day and the next stage in their learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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