



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253511

DfES Number: 546430

INSPECTION DETAILS

Inspection Date	23/04/2004
Inspector Name	Beverly Kemp-Russell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Swallows Nest Pre-School
Setting Address	St Georges Church Community Hall Eastbrook Road Lincoln Lincolnshire LN6 7EW

REGISTERED PROVIDER DETAILS

Name	The Committee of Swallow Nest Pre-School Committee
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ORGANISATION DETAILS

Name	Swallow Nest Pre-School Committee
Address	c/o St Georges Church Hall Eastbrook Road Lincoln Lincs LN6 7EW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Swallows Nest Pre-School opened in September 1993 and is run from St. Georges Church Hall situated on Eastbrook Road approximately five miles from Lincoln city centre. The premises comprise of two playrooms, kitchen and toilet facilities with hand wash basins. Car parking space is available. The outside play area is currently being refurbished. The building is shared with other church groups. The playgroup serves the local community.

There are currently 22 children on roll. This includes 12 funded three year olds and 4 funded 4 year olds. children attend for a variety of sessions.

The group opens three sessions a week during school term time. Sessions are from 09:30 to 12:00 hours Monday, Thursday and Friday.

Two full-time and three part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3.

How good is the Day Care?

Swallows Nest Pre-School provides good quality care for children. Staff work well as a team offering support to each other. The areas used by children are well maintained, effective use is made of space by strategically positioned items of furniture and equipment. Display boards are used to display children's work and a range of information is displayed for parents. The operational plan is effective and is put into practice. Management is strong and staff are well supported although the induction process for new staff is to include more information.

Staff are competent and confident and there are clear Health and Safety procedures in place to ensure that children are cared for in a safe and secure environment, staff are vigilant in their supervision of the children. Effective cleaning routines, and health and hygiene practises help to prevent the spread of infection and ensure appropriate care of children who are ill or injured.

The range of toys and activities provide children with play experiences to develop in all areas, and staff provide an appropriate level of support to extend learning. They have good relationships with the children and evidence good knowledge of children's individual needs. Children approach them with confidence and are friendly, happy, very confident and independent. Staff are good role models and gently guide the children and offer praise and encouragement, children's behaviour is good.

Records required for registration are in place and children's records provide a good level of detail. There are effective systems in place for exchanging information between staff and parents both verbally and in writing. Staff build good relationships with parents and carers.

What has improved since the last inspection?

At the last inspection staff agreed to ensure the kitchen cupboard in playroom one was made inaccessible to children. This was completed but the playroom has now been completely refurbished to ensure the safety of children.

What is being done well?

- The staff team are competent and confident, and work effectively together, supporting each other, to ensure the smooth running of the session.
- Staff have good relationships with the children. Staff offer appropriate support and guidance to encourage the children's independence skills and extend learning.
- Staff work in partnership with parents and carers to meet the needs of children. Information is shared both verbally and written.

What needs to be improved?

- the induction process for new staff
- resources that reflect positive images of culture and ethnicity.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure induction process for new staff is effective.
9	Ensure resources reflect positive images of culture and ethnicity.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Swallows Nest Pre-School is acceptable and provides good quality nursery education. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Planning provides a suitable framework to help children make progress. However, assessment records do not clearly show progress along the stepping stones or achievement towards the early learning goals.

The key strengths in personal, social and emotional development are due to the staff skilfully fostering children's independence skills. Children's behaviour is generally good, staff are good role models and consistent in their approach. Staff provide a variety of activities to ensure children are interested and motivated to learn. Children are confident and have a positive approach to new experiences.

Children have access to a good range of toys and equipment. The staff provide opportunities for children to use their imaginations and there are a generally good variety of activities available on a day to day basis. Planning reflects knowledge and understanding of the world but children have limited opportunities to access everyday technology and to learn about others cultures and beliefs to support their learning.

Staff work well as a team and effective systems are in place to ensure that good early years practice is shared by regular discussion. They have a generally good knowledge of the early learning goals and promote all round development of children.

The partnership with parents is generally good. Staff regularly share information with parents about their child's progress and a key worker system supports this. Parents receive good information about the group. They are welcomed into the pre-school and are encouraged to be involved in their children's learning.

What is being done well?

- The staff team are competent and confident, and work effectively together, supporting each other, to ensure the smooth running of the session
- Staff's knowledge of the Early Learning Goals ensures children are making generally good progress in all areas
- Staff provide a variety of activities to ensure children are interested and motivated to learn. Children are confident and have a positive approach to new experiences
- A generally good partnership with parents and carers is fostered. Parents are made to feel welcome in the pre-school and information is shared both

verbally and written. A key worker system supports this.

What needs to be improved?

- children's assessment records to show progress along the stepping stones and achievement towards the early learning goals
- opportunities for children to access everyday technology to support their learning
- opportunities for children to begin to know about others cultures and beliefs.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's behaviour is good and they learn to take responsibility for their own actions. They relate well to each other and have formed effective relationships with staff. Children are confident and motivated to learn, they select resources and activities independently. Children show care and concern for, living things the environment and most of the time each other. Children demonstrate a sense of pride in their own achievement when using painting materials.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Interaction between all encourages the development of communication skills. Children are developing confidence in their ability to use words to communicate. They are linking sounds and letters when talking with staff during activities such as story and discussion time, however occasionally children's language is not extended. They listen to and join in with stories and engage in activities requiring hand and eye coordination and use one handed tools and equipment.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident in using correct mathematical language in a variety of situations. They learn how to use numbers in everyday situations and show that they understand size and shape through practical activities, recognising and counting, numbers 1 to 10. Children show an interest in number problems when working in small adult led group. However children's potential to gain awareness of weight and capacity is not sufficiently developed through some activities such as sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Activities are effective in teaching children to look closely at differences and the way things change. These include growing things and seed planting as reflected in the planning. Children are making independent choices in their exploration, experimentation and investigation of the world around them. There are limited opportunities to access everyday technology and learn about others cultures and beliefs to support children's learning.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's small hand skills are developed through effective use of a wide range of equipment. They have a sense of space and can negotiate an appropriate pathway when walking or using trundle toys in the physical play room. There are opportunities for children to use large apparatus and to practice large body movements. Children move confidently when playing. However children are not always encouraged to develop new skills during some activities.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Opportunities are provided for children to play a range of musical instruments and explore different sounds. They draw on first hand experiences when engaging in role-play activities. Children use a range of media to explore colour, shape and texture and there are varied creative activities available on a daily basis. They use body language, and words to indicate personal satisfaction or frustration. However children do not always have the opportunity to make three dimensional structures.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key issues;
- improve children's assessment records to show progress along the stepping stones and achievement towards the early learning goals
- opportunities for children to access everyday technology to support their learning
- opportunities for children to begin to know about others cultures and beliefs.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.