

# Swallows Nest Pre-School

Inspection report for early years provision

---

**Unique reference number**

253511

**Inspection date**

28/03/2011

**Inspector**

Melanie Arnold

**Setting address**

St George's Church Community Hall, Eastbrook Road,  
Lincoln, Lincolnshire, LN6 7EP

**Telephone number**

07808 021505

**Email**

swallowsnestpreschool@ntlworld.com

**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 assesses 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 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Swallows Nest Pre-School is committee run and was registered in 1993. It operates from Saint George's Community Church Hall in Lincoln, Lincolnshire. The pre-school serves the local area and has a Christian foundation. The pre-school is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school opens Monday, Tuesday and Thursday from 9.30am to 1.30pm and on a Friday runs from 9.30am to 12.30pm, term time only. Children are able to attend for a variety of sessions. A maximum of 24 children under eight years may attend the pre-school at any one time. There are currently 29 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities.

The pre-school employs ten members of child care staff. Of these, seven staff hold appropriate early years qualifications at Level 3, one member of staff who provides supply cover is a qualified teacher and one member of staff is working towards a qualification at Level 3. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are fully supported and integrated into the setting because staff recognise and promote the uniqueness of each child. Mainly effective systems enable all children to make good progress in their learning and development. Children are safeguarded and their welfare is maintained through the settings clear policies and procedures. Children benefit from continuity of care and learning because the setting works in partnership with parents, carers, other providers and professionals. Improvements made since the last inspection have enhanced the provision, with new targets for development continually identified through the setting's comprehensive self-evaluation system.

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

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

- ensure observations and assessments are linked more effectively to planning to fully ensure potential gaps in children's learning are continually identified and planned for
- ensure the organisation of large group time is fully effective at all times.

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

Children are cared for in a safe, well-maintained setting where space and resources are organised to create an accessible environment where children learn through play. Deployment of staff is good, which ensures children are supervised at all times to protect them from potential harm. All necessary records, policies and procedures are in place and completed well. They are used effectively by staff to safeguard children and promote their welfare. For example, potential hazards are identified and minimised through the settings clear risk assessment procedures and staff have a clear understanding of the setting's child protection procedures. Children are cared for by a qualified, experienced, caring staff team whose suitability has been checked through the settings clear recruitment, vetting and induction procedures. Staff work effectively together as a team, striving to make continuous improvements. They are committed to developing their skills and knowledge through ongoing training. The setting has made improvements by working on the recommendations raised at the previous inspection, which has improved outcomes for children. The settings robust system of self-evaluation effectively monitors the provision and identifies clear targets for further development.

Children's individual needs, backgrounds and beliefs are fully respected and valued. Staff arrange a home visit before children begin at the setting, which forms the basis for their effective partnership working with parents and carers. Vital information is shared and exchanged, which eases children's transition from home to the setting. It also enables staff to integrate every child into the setting as they help children to make progress from their unique starting points. Clear systems are in place to ensure parents and carers are continually kept informed about their children's care, learning and development. Parents and carers comment positively about the setting, stating their children are very happy and settled at the setting, that staff are approachable and good communicators and they like to see their child's observation file which informs them of their child's progress. The setting works in partnership with other providers and professionals to promote an integrated approach to children's care and learning. For example, children with special educational needs and/or disabilities are fully supported because of the settings proactive approach to developing links with all people involved with the child. This ensures everyone is working consistently together to meet the child's needs.

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

Children are happy and settled in the warm and welcoming setting. Their health and safety is maintained through the setting's effective practices and procedures. For example, the setting is securely maintained, with clear security procedures in place to ensure children are released into authorised people's care only. Children's health is effectively promoted through clear health and hygiene routines. For example, toilets are cleaned daily before children arrive to ensure they are

hygienically clean, children are encouraged to place their hand over their mouth when they cough and the setting has a clear exclusion policy to ensure children do not attend the setting when they are suffering from a contagious illness. The combination of these policies help to minimise the risk of cross infection. The setting promotes healthy eating, which encourages parents to provide a balanced diet for their children. Children enjoy sitting down to eat their meals and snacks in their key groups, where staff skilfully promote children's learning through informal discussions. For example, one group of children discuss that some of their fruit grows in hot countries, while another group discuss that eating fruit is good for their bodies. On another table a member of staff encourages children to count how many pieces they have cut fruit into and explains she has cut the fruit into half and then quarters. This skilfully introduces children to mathematical language during the daily routine. Children's individual dietary requirements are fully met through staff liaising closely with parents and carers.

Children are making good progress in their learning and development. Planning, observations and assessments are mainly effective. However, the setting has yet to more accurately link the information gained from ongoing observational assessments to planning, to fully ensure potential gaps in children's learning are always planned for. Observation files are regularly shared with parents and carers who are also encouraged to record observations of their children's interest and achievements from home. This helps staff to further plan activities in line with children's specific interests. Children have fun as they participate in a balanced range of adult-led and child-initiated play, delivered both indoors and outside. Staff organise and group children mainly well to meet their needs and promote their development. For example, children's communication skills are developing as they are asked to share news from home, they recall and sing simple songs from memory and they count how many children are present in the group. However, children are less engaged in activities whilst they are waiting to go outside, which results in a few children beginning to display some minor negative behaviour.

Children's learning is skilfully promoted as staff engage in their chosen play experiences with them. For example, when children dress up as a post person, a member of staff asks them if they would like to write their own letters to put in their post bag. Children are provided with paper and envelopes and begin to excitedly draw and make marks on their paper. One child has a large letter, which will not fit inside the envelope. When asked by staff, the child identifies the letter is bigger and will therefore need to be folded before it fits into the envelope. The child shows obvious delight with their achievement. Children skilfully use the computer, choosing and complete their own programme. The indoor and outdoor environments are well set out to provide children with access to resources covering the six areas of learning. Daily opportunities for outside play help to promote both children's well-being and their learning. For example, children use paint brushes and water as they paint and make marks on the wall. They balance on the stepping stones and play imaginatively in the play house. Children also work as a team as one child pours water down the guttering and another child holds a container at the bottom to catch it. Children's behaviour is predominantly good. They learn to value differences and diversity through staff acting as positive role models and through their play and a range of planned activities. Children are also encouraged to learn the difference between right and wrong as staff encourage

children to think about their actions. For example, children are asked by staff why they should not play fight when playing outside. Children confidently identify that someone may get hurt and cry. Their awareness of how to maintain their own health and safety is further promoted through the daily routine and regular occurrences.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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](http://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
--	-----