

# Swaffham Pre School Playgroup

Brandon Road, SWAFFHAM, Norfolk, PE37 7EA

## Inspection date

Previous inspection date

05/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children's transition into the pre-school is managed very well. As a result, they are happy, settled and are developing very good bonds with their key person, other staff and their peers.
- Staff have a good understanding of how to carry out progress checks when children are two years of age. They implement the checks well and share their findings with parents, to ensure that any concerns about children's development are identified and managed.
- Observation and assessment of children's learning are used well to plan for their next steps. Staff have a good understanding of how children learn and plan effectively to ensure a balance across the areas of learning.
- Staff effectively engage parents in their children's learning and development in the pre-school and at home. Parents are actively encouraged to share what they know about their child and are kept fully informed about their child's achievements and progress.

### It is not yet outstanding because

- Some staff need additional support to promote children's very good language skills effectively.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main classroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the pre-school manager.
- The inspector spoke to parents.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

Swaffham Preschool Playgroup is a well-established setting which re-registered in 2012 when it moved to new premises. It is registered on the Early Years Register and operates from a self-contained, modular building sited within the grounds of Swaffham Junior School. There is an enclosed outdoor play area available for outdoor play. The setting is managed by a voluntary management committee. It serves the local area and is accessible to all children.

The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. The pre-school is open from Monday to Friday during school term-time. Sessions are from 8.30am to 3.30pm. Children attend for a variety of sessions. There are currently 44 children on roll.

The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- support all staff to consistently use good English vocabulary and grammar, so that children's own language skills are promoted effectively.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge and understanding of how children learn. They provide a varied educational programme that is firmly rooted in children's interests and the next steps in their learning. Staff know the children well and undertake thorough observations. These are evaluated well and reflected in their planning, to meet the unique needs of every child. This ensures that every child makes good progress in their learning and development from their starting point and has the key skills needed for the next steps in their learning. Each child has a written record of their learning that includes observations, using photographs and written evidence, about what children are doing. Staff use these 'story profiles' effectively, to plan for children's individual developmental pathways and to track their progress. The story profiles are shared with parents and they are encouraged to contribute to them, sharing what they know about their child.

Staff value parents as their child's key educator and gather useful information from them

when children first attend the pre-school. Parents are encouraged to remain engaged in their children's learning, for example, through the book library and regular workshops that encourage parents to come into the pre-school to 'play with a purpose'. Staff have effective arrangements for carrying out developmental checks for children aged two years. This enables them to accurately pinpoint where children are in their learning and development and identify any areas of concern. Staff fully understand the importance of this check and share their findings with parents. An additional copy of the assessment is also given to parents, to share with their health visitor.

Children are motivated and keen to learn in this inclusive and welcoming setting. They show high levels of curiosity and imagination and demonstrate positive relationships with their peers and staff. There is a good balance of adult-led and child-initiated activities. Staff recognise children's need to play independently but are on hand to intervene and support where needed. Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests. Staff value and support the decisions that children make about their play. Inclusion is promoted well with all children being actively engaged and included in all activities and routines. Consistent routines are followed that help children develop in confidence.

Mathematical language is promoted well and children use some number words randomly. For example, children confidently ask for a sum of money when 'selling ice-creams' during pretend play. Children's awareness of numbers and counting is promoted effectively because staff routinely use numbers and counting in every day play and routine situations. Children are encouraged in conversation. Staff repeat individual words and model building sentences for children to copy. This helps to support and develop their increasing vocabulary. Children who have English as an additional language are actively encouraged to participate. Staff learn key words in the child's home language, to help with communication. They use signs and gestures to further reinforce meanings. However, some staff need guidance in how to promote language skills as they do not always use good English and grammar, to help children develop competence in communicating and speaking.

Children enjoy picture books and staff encourage and support children's responses, helping them to make links in illustrations to their own family life. For example, when reading a story about 'The Three Little Pigs' children are encouraged to think about their own homes. Older and more able children know that their houses are made from brick and confidently use words, such as 'bungalow'. Children understand that print carries meaning and staff provide opportunities for them to see print in the environment. Labels around the room are well written. Older and more able children name some initial letters and make links between letters and the initial sound of words. Their writing skills are developing and children readily draw lines and circles using gross motor movements. Staff provide children with pens, pencils and paper. They also offer opportunities for them to make marks using other mediums, such as shaving foam in a builder's tray.

Staff promote outdoor play well and encourage children in their physical development. Children enjoy exploring play equipment, such as slides, swings and small trampolines. Staff plan, and provide, a varied outdoor environment that encourages children to be outdoors and promote their physical skills. As a result, the garden is an exciting place to

be, and includes a recently built 'bugs' house' and a 'mud garden' that is currently being developed. This supports children's learning about the natural world. Children show a keen interest in communication technology and toys with buttons, flaps and simple mechanisms. Older and more able children can complete simple computer programmes without adult support.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settled because transitions into the pre-school are managed well. The key person system is implemented effectively, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children are building secure relationships with staff and developing good friendships with their peers. Children behave well. Consistent boundaries are in place to help them know what is expected of them. They readily share and take turns with popular resources, are helped to play harmoniously together and have respect for each other's needs and feelings. Good behaviour and individual efforts are valued and praised, promoting children's self-esteem and confidence.

Children are supported well, to ensure that they are prepared for the next stage in their learning and development. As a result, they are developing the necessary skills which help them embrace new experiences with confidence. Good links have been made with local primary schools, to help support children's transition to school. There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. They benefit from a wide range of play materials to support their learning and development. Toys and resources are stored well to enable children to choose what they want to play with, promoting their sense of belonging and independence.

Children's health needs are met well. Outdoor play is encouraged and children have free flow of movement between indoor and outdoor spaces. Staff share the responsibility for promoting healthy eating with parents. Nutritious snacks are provided by the pre-school and parents are encouraged to provide healthy options for children who stay for lunch. Children are helped in their self-care skills. They are encouraged to have regard for their own personal hygiene and put on their own coats to go outside. There are good arrangements in place to help children learn to keep themselves safe through practised routines, such as the emergency evacuation procedures.

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

The management team and staff have a good understanding of the requirements of the Early Years Foundation Stage, in order to ensure that they are working within the framework and meeting their legal duties. The learning and development requirements are met well, and are effectively monitored, to assess the quality of teaching and learning. There are good arrangements to monitor the performance of staff and plan for their continuing professional development. A mentoring system is well established, to enable

staff to advise and support each other. As a result, they are motivated, enthusiastic and work well together as a team. The staff team reflect on their practice, to inform priorities and set challenging targets for improvement. A comprehensive action plan for development is in place, that is challenging but achievable. This is reviewed regularly, to monitor progress and judge the impact on children.

The pre-school premises are safe and secure. Risk assessments are carried out, to identify hazards and the steps needed to limit risks. This ensures that children can play safely indoors and outside. Risk assessments are also carried out for outings, to ensure that facilities used by children are safe. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. They know how to report concerns. The recruitment processes for new staff are robust, ensuring that those working with children are suitable to do so. A record of Disclosure and Barring Service Checks is in place for all staff and any other adult who may be in unsupervised contact with children. This ensures that children are protected.

Partnerships with parents and others sharing care of the children are effective. Staff are committed to working together with them, to ensure continuity of care and learning for children. Parents are kept well informed both by written information and verbal communication. Parents report that their children 'love coming to this pre-school' and that staff are friendly and approachable. The recent implementation of a page on a social networking site is proving to be beneficial, and parents report that they value being able to access information about the pre-school so readily. Children's special educational needs and/or disabilities are identified quickly and links are made with other professionals. This helps secure any additional support that children might need, to help them make the best progress that they can in their learning and development.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY449937
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	883286
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Swaffham Pre School Playgroup
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01760721114

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012

