

Swaffham Pre School Playgroup

Brandon Road, SWAFFHAM, Norfolk, PE37 7EA

Inspection date	11/07/2013
Previous inspection date	05/03/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely happy and settled in this warm and welcoming pre-school. They have very secure, emotional attachments to staff.
- Equality and inclusion are at the heart of everything the staff do with the children and they are highly effective in making sure that all children are able to participate fully in all activities and routines of the day.
- Staff have a very good understanding of how children learn and plan effectively to ensure a balance across the areas of learning. Children make excellent progress in relation to their starting points and are prepared extremely well for the next stage in their learning.
- The key person system is implemented exceptionally well, to ensure that each child's individual needs are superbly met.
- Children behave exceptionally well. Staff act as excellent role models and consistent boundaries are in place, to help children know what is expected of them.
- Reflective practice is fully embedded in the pre-school's self-evaluation. As a result, strengths and areas for development are accurately identified and managed, to support the playgroup's constant pursuit of excellence and the highest achievements for children.

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 Pre School Playgroup opened again in 2012 when it moved to new premises. It is registered on the Early Years Register and operates from a purpose designed building in the grounds of Swaffham Junior School. There is an enclosed area available for outdoor play. The pre-school is managed by a voluntary committee. It serves the local area and is accessible to all children.

The pre-school employs eight members of childcare staff. The manager has a degree in early years and six staff hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during school term times. Sessions are from 8.30am until 3.30pm. Children attend for a variety of sessions. There are currently 55 children on roll. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- develop how snack time is implemented, to provide even more rich, playful learning opportunities for all children.

Inspection judgements

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

Parents are actively encouraged to contribute to their children's learning, both in the pre-school and at home. Staff gather extremely useful information from parents when children first attend the pre-school, helping staff to identify children's starting points, likes, dislikes and interests. As a result, staff know the children extremely well and plan effectively for the next steps in their learning and development. Observation is effective and very precisely assessed, to ensure that planning meets all children's individual needs. This means that children are making rapid progress in their learning and progressing well within the expected development bands for their age. Where children's starting points are below those of other children of their age, targeted assessment and sharply focused planning, shows that they are improving rapidly and the gap is closing quickly.

Staff have an extremely secure understanding of how children learn. Children are highly respected as individuals and staff have very good regard for their individual needs. All children are fully included in the activities and routines of each day. As a result, they

develop confidence and a very strong sense of belonging. Children are fully supported to acquire high levels of skills and a strong capacity to develop and learn effectively and be very ready for the next stages in their learning. The quality of teaching is exceptional. Children are provided with optimal challenge that significantly enhances their learning. Staff respond exceptionally well to children's interests and are actively engaged in their play, talking to them about what they are doing and supporting them in their play. Staff encourage children to talk about their own home and family life. They follow children's lead to talk about what they are interested in. Good attention is paid to the words children use to communicate and describe their experiences. For example, when having a pretend party in the outdoor 'instant flower garden', children confidently link the party to their forthcoming birthday. Staff engage children in conversation about their birthday and introduce words, such as 'invitations'. Staff effectively model taking turns in conversation, encouraging and repeating individual words for children to copy. As a result, children become highly confident communicators, who have an excellent vocabulary.

Children have exceptionally good access to role play technology, such as telephones and kitchen equipment. Programmable toys and information and communication technology are used extensively across the nursery, to enable children to consistently access and use electronic equipment. Children demonstrate a secure knowledge and confidence to use information and communication technology, completing simple programmes on the computer without the need for adult support. They readily work together and take turns, using the touch-screen to move the programme forward. This ensures that children are extremely well equipped with skills to support their future learning.

Staff create an environment rich in print and effectively support children's developing interest in words. Children show an interest in print in the environment and know that it carries meaning. They enjoy books and look at them independently. Staff read stories when children request them, snuggling up in the book area together. They provide picture books and provide many opportunities to read and tell stories to children. Staff ask questions about the illustrations and give children time to process the questions before answering. All children are fully supported to see, recognise and write their own name. Children are developing a good awareness of number as they are able to see number in the environment and staff use numbers highly effectively in most everyday play and routine situations. There is scope to extend this further during routine situations, such as snack time.

Staff arouse children's superb awareness of the natural world through providing interesting activities to promote living and growing. All children are involved in caring for the recently developed pre-school garden, where they grow fruit and vegetables. The newly installed 'mud kitchen' is proving very popular. Children are provided with daily opportunities to play outdoors. Staff provide a variety of wheeled toys for children to explore. As a result, children use wheeled toys very confidently. Children pedal tricycles independently and enjoy taking dolls for a walk in the buggies. They stop, start and change direction with ease, to avoid obstacles. Older children readily give younger ones 'a ride' on the back of the two-seater tricycles.

Staff meticulously share information about their child's day and their learning and development. Parents are actively encouraged to remain involved in their children's

learning. For example, every half term a parent workshop is organised and those parents, who attend think these are incredibly informative and fun.

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

Children's transition to being in the pre-school is managed very well and staff are highly sensitive to parents' anxieties about separating from their children. They support families exceptionally well through a well-established key person system that ensures each child has a named person to take responsibility for their daily well-being, planning for their learning and development and building positive relationships with parents. Staff skilfully support children to build very secure emotional attachments. As a result, children have very good bonds with staff and are building strong friendships with each other. Staff are excellent role models and as a result, children behave exceptionally well. Consistent boundaries are in place to help children 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. Any unwanted behaviour is managed very sensitively taking into account children's age and level of understanding.

Children are effectively supported by their key person as they provide a strong base for them to develop their independence and embrace new experiences with much confidence. This prepares them extremely well for the next stage in their learning and development, such as moving on to school. As a result of exceptional staff practice, and a carefully organised and stimulating learning environment, children show high levels of independence for their age. All children are helped to take responsibility for their personal hygiene, confidently washing their hands before eating and after toileting. Children's individual care routines are met very well. Established routines are continued, to promote continuity of care and children are fully supported in managing their toileting needs, including potty training.

The highest priority is given to supporting children's growing understanding of how to keep themselves safe and healthy. Outdoor play is actively encouraged and staff plan for all areas of learning in the garden. Children are able to move freely between indoors and outside. Staff also give the very highest priority to children's safety and effectively support their growing awareness of keeping safe. At lunchtime, when staff are preparing tables, children are encouraged to play outdoors. However, if children do not wish to do so, they are encouraged to play on the carpeted area, away from where tables are being moved around. Children fully understand the importance of staying in this area of the room, in order to maintain their own safety.

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

Management and staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and implement it to exemplary standards. Leadership is inspirational. As a result, staff are highly motivated and driven to strive in their pursuit of excellence. Staff actively contribute to reflective practice and self-evaluation. As a result, priorities for improvement are accurately identified and a

comprehensive action plan for development is in place that is challenging, clear and achievable. Staff are highly effective in meeting the learning and development needs of all children, through precise planning and assessment and through rigorously promoting inclusion in all routines and activities.

Thorough risk assessments are carried out to ensure that hazards to children are identified. Effective steps are taken to limit risks, so that children can play safely indoors and outside. The nursery premises are safe and secure to protect children from intruders. Staff fully understand their responsibilities to safeguard the welfare of children. Arrangements for safeguarding children are highly effective and a clear child protection procedure is in place that is fully understood by staff. This includes precise details about the use of physical intervention to avert immediate danger of personal injury and to manage children's behaviour when absolutely necessary. As a result, the welfare of children is highly prioritised at all times. A record is maintained to show that all staff have the relevant checks undertaken to ensure their suitability. A focused and targeted programme of staff supervision and appraisal is in place. This enables the identification of staff strengths and training needs and helps to ensure the continuing suitability of staff. All staff are actively encouraged in their own professional development to improve their already high level of skill and knowledge.

Staff have exceptional relationships with parents. Partnerships are friendly and trusting. Staff are committed to working together with them, to ensure continuity of care and learning for their children. Parents report that their children 'love coming to this pre-school'. They are extremely happy with the care and support given to them and their children, from staff that are friendly, caring and approachable. Parents highly value that they have opportunities to share their views and contribute to the continuing development of the pre-school. Children's individual needs are identified extremely well. Highly effective links are made with external agencies, to secure the support that children need to make the very 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

Unique reference number	EY449937
Local authority	Norfolk
Inspection number	927071
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	55
Name of provider	Swaffham Pre School Playgroup Committee
Date of previous inspection	05/03/2013
Telephone number	01760721114

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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.

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