

Swineshead Pre-School Centre

Northend, Swineshead, PE20 3LZ

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| Inspection date | 09/07/2013 |
| Previous inspection date | 08/01/2009 |

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| 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 form secure emotional attachments with staff and show high levels of confidence and independence. They benefit from a highly stimulating and challenging setting, where they are happy and enthusiastic to join in with activities.
- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme. Children's development is extremely well monitored and their next steps in learning are accurately identified and planned for.
- Close, trusting relationships with parents and very effective links with other agencies support a shared approach to children's learning and ensure they receive consistent support.
- Children with special educational needs and/or disabilities are extremely well cared for as staff are highly skilled in providing care that meets each child's specific needs, ensuring every child makes excellent progress in respect of their individual starting points.
- The manager is highly skilled in consistently monitoring and evaluating all aspects of the provision. Her dedication to providing the best quality childcare for all children, motivates her staff team to work effectively together, to ensure children benefit from a continually improving provision.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the pre-school room, room for two-year-old children and the garden.
The inspector held a meeting with the manager and spoke to her and staff at appropriate times throughout the inspection. A joint observation of an activity was carried out.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carly Mooney

Full Report

Information about the setting

Swineshead Pre-School was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the village of Swineshead, Lincolnshire. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only. It also offers sessions for two days a week throughout all holidays. Sessions are from 8am until 4pm. Children attend for a variety of sessions. There are currently 71 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a small 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:

- incorporate the cultures and beliefs of children who attend the setting through extending the excellent range of language, celebrations and experiences to increase children's understanding even further.

Inspection judgements

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

Children flourish and make rapid progress in their learning due to the exciting and highly stimulating setting and excellent support they receive from staff. Children are highly respected as individuals and staff demonstrate a superb knowledge and understanding of individual children's learning needs. They speak extensively about all children and show a deep appreciation for their diverse backgrounds. Planning truly embraces children's thoughts and ideas and evolves with their spontaneous play, especially in the pre-school room, so that activities are fully centred around their interests. For example, children ask if they can paint a caterpillar after finding a real one in the garden and observing it through a magnifying glass. As a result, children are making rapid progress in their development, given their starting points and are gaining a vast range of skills that will support them superbly in their future learning. A comprehensive computer based tracking program is used to ensure children's next steps are accurately identified and any gaps closed extremely quickly. Learning journal records provide an excellent account of children's time

in the setting. These are regularly shared with parents, so they are aware of children's progress, at three parent 'talk time' meetings a year. Parents' contribution to learning is ongoing as they are very well informed of the learning that is taking place and how they can support this at home. They use 'wow moment' sheets to record their own observations and share these with the setting to inform planning and assessment.

The setting is extremely well resourced and organised effectively to promote independent play, including free access to the outdoor areas throughout the day. Children of all ages spend time here, working together to support each other's learning and building close relationships. For example, a two-year-old confidently invites older children and staff to join her on a trip to the seaside, in boats she has made out of large crates. Staff build children's vocabulary by giving choices, modelling clear language and repeating words and sentences for reinforcement. Children are encouraged to make their own decisions and are extremely well supported by staff who ask age-appropriate questions that expand their thinking skills. For example, during a painting activity children and staff in the pre-school room count the number of butterflies the children have painted and are asked if they have more or less than their friend. There is a considerable selection of materials to support drawing, writing and reading skills, including a diverse selection of books. Staff make reading interesting and enjoyable as young children use fun props to bring familiar stories to life. Children are encouraged to 'read' maps to find their destination when driving the car and can recognise which parts are land and which parts are sea.

The meticulous support staff give to children with special educational needs and/or disabilities is a particular strength of the setting. Staff are highly experienced in working extremely closely with children's families and outside professionals, such as speech and language and family support, to fully provide for children's individual needs. People from other countries visit the setting to speak about their own customs and traditions and children explore and learn about a number of festivals from around the world. For example, they make Rangoli patterns when celebrating Diwali. Staff also recognise the cultural backgrounds of the children who attend the setting. They are currently considering how they can further embrace their language, beliefs and cultures into their play, to further enhance this excellent aspect of learning.

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

All children form positive and trusting relationships with their key person and other staff because there is an excellent level of adult attention and warm interaction. For example, children sit on staff's knees to listen to a story and enjoy a cuddle. This supports them to be secure and happy in the setting and promotes their growing independence very well. The key person system is highly effective and means that staff get to know children and their families extremely well. Staff plan effectively for each child from the beginning based on thorough discussions with parents to find out about their strengths and interests. This is repeated as children move through the setting so that current needs and interests are updated. Parents also take the time to complete a comprehensive 'all about me' booklet with their child to share with their new school prior to starting. Excellent relationships have formed with local schools children attend. Staff liaise closely with reception teachers and take children on taster sessions to spend time with the current reception class. One

teacher has also joined the pre-school on their summer trip this year, enabling her to start building trusting relationships with the children.

Children demonstrate high levels of confidence and self-esteem at a young age, due to the excellent nurturing and acknowledgement of progress and achievements from staff during play. Through shared discussion, children help set the rules for the setting and behave well. Any minor disagreements are quickly dispelled by experienced staff who diffuse the situation well. Children are highly independent in their self-care and understand and follow daily routines very well. For example, children help to prepare snacks for the group and use a system of self-service to choose the healthy foods they would like to eat. Visual aids are used for young children and those requiring additional support to communicate their choice effectively. Children learn to take acceptable risks in their environment and participate in safe practices, such as fire drills, and carefully use safety knives to prepare food.

This is a healthy childcare setting that promotes healthy living and children's well-being throughout. Children are offered hot meals, cooked freshly on the premises, often using fresh produce from the garden. Children help to sow, water and harvest fruit and vegetables, such as carrots and potatoes, and gain a superb knowledge of the growing cycle as a whole. The healthy eating ethos is adopted well by those parents providing a packed lunch. Visual menus for the meals and snacks are displayed so parents are fully aware of what their child has eaten each day. Children spend quality time in the fresh air as they free flow in and out of the garden and are physically active as they run, ride and climb in the extremely well-resourced garden. Children effectively learn to take care of their own care needs, as two-year-olds dress puppets in appropriate clothing for sunny weather and discuss why they need sun cream and a hat for playing outside. Staff ensure they are excellent role models by all wearing hats in the garden when it is sunny.

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

Leadership and management within the setting is extremely well embedded as the manager has a wealth of experience in childcare. This ensures staff work at a consistently high level to provide an excellent pre-school provision for all children. Staff have developed a robust understanding of their responsibilities in meeting the learning and development requirements and frequently access training to continually enhance the fantastic skills and practices that are already in place. There is an effective system for regularly monitoring practice and seeking the views of parents to ensure the setting is always evolving and improving. Professional development of all staff is supported extremely well and regular supervisions and appraisals are also used as part of the ongoing reflection of the setting and its needs. As a result, staff are enthusiastic, motivated and morale is high. Thorough systems for self-evaluation highlight the setting's strengths and areas for development and are used as an ongoing and highly valuable tool to enhance the care provided.

Staff are extremely knowledgeable regarding safeguarding practices and fully understand their responsibilities in protecting children in their care. All staff are highly trained in child

protection procedures, with managers and room leaders to an advanced level. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Thorough induction procedures enable staff to have a clear understanding of their roles and responsibilities, knowledge of the children and their families and the general running of the setting. Highly comprehensive risk assessments ensure children play in a safe and secure environment and staff are well deployed across the setting, both inside and out. Documentation is kept to a high standard and records, such as accidents, are closely monitored for trends, as part of the setting's ongoing risk assessment procedures.

Staff have built excellent working relationships with parents and value their active contribution to their children's life whilst at the setting. They attend various events, such as sports day and Christmas lunch to support their children and build lasting friendships with staff and other parents. Parents comment on how accommodating staff are of children's individual needs and how they come out of their way to attend the setting. Staff also input clear processes for sharing information successfully with other early years providers, to promote children's learning and welfare to a high standard.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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

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| Unique reference number | 253656 |
| Local authority | Lincolnshire |
| Inspection number | 921316 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 65 |
| Number of children on roll | 71 |
| Name of provider | Swineshead Pre-School Centre Committee |
| Date of previous inspection | 08/01/2009 |
| Telephone number | 01205 820395 |

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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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