

# Swanwick Pre-School

Pentrich Road, Swanwick, Alfreton, Derbyshire, DE55 1BN

<b>Inspection date</b>	16/05/2014
Previous inspection date	11/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- The education programmes adequately cover the seven areas of learning, and therefore, most children are working within the typical range of development.
- Children are assigned a key person and have good relationships with the staff, helping them to feel safe and secure in the setting.
- Parents are welcomed into the setting when their children start pre-school, and on an ongoing basis. This supports children to settle well and builds strong relationships with adults and peers, developing a shared enthusiasm for continued learning in the home environment.
- Staff have a sufficient understanding of safeguarding procedures and this minimises risks to children's safety and well-being.

### It is not yet good because

- Activities, at times, are predominantly adult-led, a little mundane, and lack challenge. Therefore, more able children lose interest and do not have sufficient opportunities to carry out their own ideas for learning.
- The quality of teaching is variable. Assessment, observation and planning is not always working effectively or accurately, to support the next steps of individual children.
- The monitoring of staff is not focused enough on teaching and learning, therefore, less able children are making adequate, rather than good progress.

## 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 indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the chair of the committee.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Julie Thorpe

## Full report

### Information about the setting

Swanwick Pre-School opened in 1969 and is registered on the Early Years Register. It operates from rooms in a converted church in the village of Swanwick, Derbyshire. There are small steps to access the building. Children have access to an enclosed outdoor play area and occasionally are taken to a local primary school playing fields for relevant activities. The pre-school serves the local area and surrounding villages. It operates five days a week during term time only. Sessions are from 9am until 12 noon and 12.40pm until 3.40pm. There are currently 90 children on roll in the early years age range. The pre-school receives early education funding for two-, three- and four-year-olds and supports children who speak English as an additional language. There are eight members of staff who work with the children. Of these, one holds an early years qualification at level 5 and six hold level 3. The pre-school is managed by a parental committee who delegate day-to-day responsibility to the staff. It is a member of the Pre-School Learning Alliance.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the balance of adult-led and child-initiated activities, ensuring that these are sufficiently differentiated for all children so that they consistently engage and challenge
- develop further the assessment and planning so that children's next steps are effectively planned for consistently, particularly in the case where a child's key person is not present.

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

- develop an effective system for monitoring the practice of all staff, including the manager, and use the information to support a focused and targeted plan for development.

## Inspection judgements

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

Staff provide a variety of activities to stimulate and engage the children. For example, children are learning about planting and growing. They plant their own seeds on a tray and talk about watering and growing their own cress. The children are asked to find their name labels to put into the growing tray, and most children are able to identify their names. Staff help by asking one child, 'What does it start with? What does that look like?

What does that sound like?' This encourages children's language and literacy skills by supporting them in linking a sound to a letter. However, teaching is variable and some staff do not always consider how to adapt or extend activities, therefore, not all children are constantly engaged and challenged. The more able children occasionally become bored because activities are mainly led by adults and the level of teaching is not developmentally appropriate for them. For example, a story being read by a staff member does not capture all of the children's attention because children are not encouraged to be involved with the story. As a result, staff are not providing a rich learning environment to encourage all children to progress quickly to their next stage of learning.

Most children are working within their expected range of development. Activities throughout the pre-school are supporting the older children's development with, for example, letter recognition and mathematical development, in readiness for school. For example, children buy flowers from the flower shop and with the aid of the staff member they count out money in payment. The children are keen to use the new whiteboard; they practise writing their names and shape recognition. Children enter the pre-school with enthusiasm and enjoy attending. Parents complete registration information, which includes children's likes, preferences and medical information. This information is used as a starting point, from which staff build on children's interests, continuing with ongoing assessment through observation. However, not all staff are accurately identifying relevant next steps for children. As a result, not all children are challenged effectively in their learning and development, and those who speak English as an additional language are below expected levels. Physical development is supported through a good range of resources at the setting. For example, children have access to a large climbing frame, bikes, trikes, and pull and push equipment. They take secure risks with appropriate support from staff. Consequently, children are more engaged and motivated learners in the outdoor environment.

Parents are encouraged to join in their children's learning from the time that they start. They attend an open day event with their child, to support the settling-in process. They are involved in their child's learning and have opportunities to look at their child's file at parents' evening or by making individual appointments. Parents speak fondly about the pre-school. They appreciate the daily verbal exchanges, as well as the home link book which keeps them informed of their child's achievements. Parents are invited to help on a rota basis where ideas are shared, strengthening children's learning and development in the home environment.

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

Children are assigned a key person and have good relationships with the staff. This helps them to feel secure in the setting and generally encourages them to be motivated learners. Effective partnerships are developed with parents that support children to understand clear boundaries and what is expected of them at pre-school. As a result, behaviour is good. Staff help children to understand the consequences of their actions. For example, children are reminded about not running in pre-school, and how to keep themselves safe while using the high balance beams. Children are supported with transitions because their key person helps them to be emotionally prepared for the move

to school. Teachers from the local school visit the pre-school to meet the children and share information with the staff. Photographs of the teachers and other staff are displayed in a book that the children access, and staff talk to children about what to expect when they start school. Staff pass on appropriate summaries of children's learning and care routines, so that there is continuity of care and learning.

The pre-school environment is safe and secure, and risk assessments minimise hazards and support children's safety. It is well resourced and very appealing, which results in children being enthusiastic about attending. There is a robust procedure for accessing the building and any visitors are the responsibility of a named member of staff. All staff are paediatric first aid trained and have food hygiene certificates. Staff record all accidents and the manager reviews the records to minimise any potential risks to children. Children are learning to keep safe through daily routines; they also learn about safety from visitors to the pre-school, such as a fire officer and the school crossing patrol person. Children also practise regular fire drills with staff to ensure they know how to evacuate the building quickly and safely.

Staff promote children's understanding of healthy lifestyles through activities, such as making soup, preparing vegetables to eat and the provision of healthy options during snack times. Drinking water is available and children can help themselves. They are reminded about the need to drink more water, especially in hot weather. Children are encouraged to develop some self-help skills as they take themselves to the toilet and wash their hands appropriately.

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

Management have a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have completed training in safeguarding and child protection and there is an appropriate policy in place which includes the use of mobile phones and cameras. Staff are able to recognise signs of abuse and have an adequate understanding about who to report concerns to. There is a robust recruitment and suitability process that is followed and maintained, including employment history, references and Disclosure and Barring Service checks. Daily risk assessments are carried out, identifying and addressing any issues. Consequently, children are safe, secure and protected from harm.

The management team have an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. The committee is very supportive and includes members who have experience in early years education. The manager has a broad overview of the assessments made on children's development, and the level of progress that is being made. Monitoring of practice is done informally by the manager, who works in the setting. However, these systems are not fully effective. This means there are weaknesses in the quality of teaching that have not been successfully identified in order to promote improvement. Staff have supervisions and appraisals, although without an effective understanding of where staff are at, these are not used to good effect. While staff complete certain required training courses, targeted development plans are not in

place and most training is chosen by the staff. In addition, there is no specific monitoring and evaluation of the manager by the committee, in order to enhance the manager's professional development.

Parents are very happy with the service overall and most feel well informed about their child's learning and care. External partnerships are in place with, for example, immediate schools and where a child has been identified with an additional need. Information is also shared with other settings and childminders through a home link book and shared diaries. Therefore, children's continuity of care, learning and development is promoted effectively.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	206885
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	865452
<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>	90
<b>Name of provider</b>	Swanwick Pre-school
<b>Date of previous inspection</b>	11/02/2010
<b>Telephone number</b>	01773 607 885

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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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