

# Swanwick Pre-School

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



## Inspection date

16 April 2015

## Previous inspection date

16 May 2014

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

## Summary of key findings for parents

### This provision is good

- Children are cared for in a well-resourced, high quality environment. The indoor environment is very well organised to give children access to activities and equipment that support all aspects of their learning and development needs. All children make good progress from their starting points.
- Staff have a good understanding of how children learn and a secure knowledge of the areas of learning and development they must provide for as set out in the Early Years Foundation Stage.
- The manager and committee regularly monitor the quality of teaching and learning in the setting. Feedback given to the manager and staff is taken into account when planning for children's learning and for the development of the pre-school.
- Children are very well supported to attend pre-school without their parents and quickly become familiar with routines. They form secure and trusting relationships with staff and are confident in the company of visitors to the setting.

### It is not yet outstanding because:

- The way in which appropriate developmental next steps are recorded is too broad and means they are not specific enough for all staff in the setting to understand.
- The pre-school development plan does not use specific, measureable targets to help the manager, committee and staff to understand how they will achieve improvements in the areas they have appropriately identified for development.
- Occasionally children's unwanted behaviour is not tackled quickly enough by staff.

## What the setting needs to do to improve further

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

- make the identified next steps for children's learning more specific when they are recorded so that all staff can apply them when working with individual children and progress can be more easily measured
- improve the pre-school development plan so that it includes specific, measureable targets that can be used and understood by the manager, staff and the committee to support the improvements identified through self-evaluation
- make sure that staff quickly tackle unwanted behaviour to prevent disruption to children's learning.

### Inspection activities

- The inspectors observed activities in the two indoor play areas, as well as the outdoor play area.
- The inspectors spoke to members of staff and children at appropriate times and held meetings with the manager and the committee chairperson.
- One inspector carried out a joint observation with the manager.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspectors looked at planning documentation, children's records, evidence of the suitability of staff working in the pre-school and a range of other documentation, including policies and procedures.

### Inspector

Joanne Mary Smith / Clare Cossor

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff plan and provide a broad range of relevant activities to support children's learning and development needs. There is a good balance between adult- and child-led activity, which allows children to extend and explore their own thoughts and ideas using play resources in creative and imaginative ways. Staff have a secure understanding of the individual learning and development needs of the key children they are responsible for. They identify appropriate next steps to help children to make progress and can explain in detail what they want children to achieve. However, recorded next steps use broad terms, such as helping children to settle into pre-school when, in fact, there is a specific target for the child to settle at an activity and continue to engage with it after a familiar adult has moved away. In recording only broad targets other staff members are not fully able to support children across all activities, and progress is not easily measured.

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

The pre-school is a safe and welcoming environment for children. Staff and committee members have a secure understanding of what to do if they are concerned about a child's welfare or the behaviour of an adult. Staff are good role models. They are polite and courteous with children and each other. As a result the children behave well the vast majority of the time. When children display unwanted behaviour, such as running indoors, staff use appropriate reminders about rules, but this is not always done quickly enough to prevent some disruption to other children's learning. Young children happily play alongside each other sharing tools when playing with sand. Older children are developing a good social conscience and challenge others when they do not share or take turns. Good relationships with local schools provide staff with clear targets to reach to help children to prepare for life at school, which they achieve through carefully planned small group time and the daily routines at the pre-school.

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

Children's safety, well-being and progress are central to the work of the manager, staff and committee. Strong procedures are in place to monitor the quality of teaching in the pre-school. The committee is regularly involved in this process by completing 'walk the floor' observations. Information from these visits and the manager's observations are used well to plan for staff development and training. Staff have regular opportunities to meet with their manager. These meetings are well managed with a planned agenda, which includes reporting on individual children's progress and any concerns staff may have about a child's welfare. There is a good shared understanding, by the committee and the manager, of the strengths and areas for development at the pre-school. This information is used well to devise a relevant development plan. The manager is clear about the steps needed to achieve the improvement points. The improvement points are not yet set out clearly enough in the plan so that all staff and committee members can fully support and understand the pre-school's progress against the improvement plan.

## Setting details

<b>Unique reference number</b>	206885
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1005595
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Swanwick Pre-school
<b>Date of previous inspection</b>	16 May 2014
<b>Telephone number</b>	01773 607 885

Swanwick Pre-school opened in 1969. It operates from rooms in a converted church in the village of Swanwick, Derbyshire. The pre-school is open five days a week during term time only. Sessions are from 9am until 12 noon and 12.40pm until 3.40pm. The pre-school receives early education funding for two-, three- and four-year-olds. There are eight members of staff who work with the children. Of these, one holds an early years qualification at level 5, five hold early years qualification at level 3 and one hold an early years qualification at level 2.

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