

Swanton Abbott Pre-School



Swanton Abbott School, Youngmans Lane, Swanton Abbott, Norwich, NR10 5DZ

Inspection date 12 May 2015
Previous inspection date 3 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children benefit from secure relationships with their individual key person. This helps them to feel confident and safe within the pre-school.
- Staff work effectively with parents to share information regarding each child's progress. Parents are provided with regular assessments of their child's development, which they find very informative. Children have a 'focus week' where staff promote a real sense of belonging for all children.
- Children with special educational needs and/or disabilities make good progress because staff have developed strong partnerships with professionals and parents.
- Staff have a clear understanding of the safeguarding policies and procedures. They are aware of the procedures to follow in the event of a concern about a child or if an allegation is made against a member of staff.
- The committed manager has embraced change and inspires staff to undertake further professional development and relevant qualifications. Training that the manager is currently completing has already demonstrated some positive results for boys and their engagement in imaginative play.

It is not yet outstanding because:

- Staff do not take every opportunity to accelerate children's development in the outdoor area.
- Staff have not fully engaged parents to understand the benefits of healthy eating, particularly when they have made specific changes in the pre-school as a result of recent training.

What the setting needs to do to improve further

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

- make better use of the outside space so it compares more favourably with the inside space, reflecting on the strong teaching skills demonstrated inside
- engage parents further in the benefits of healthy eating so that children have consistent opportunities to develop healthy eating habits during their lunch.

Inspection activities

- The inspector observed activities in the main playroom and in one of the outside play spaces.
- The inspector held discussions with the staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of staff suitability and looked at children's records, planning documentation and staff files.
- The inspector looked at a range of other documentation, including policies and procedures, to safeguard children's welfare.

Inspector

Kerr Cobbett

Inspection findings

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

Staff ensure that every child makes good progress by working closely with parents to take a shared approach to children's individual learning. Staff provide effective intervention for children with special educational needs and/or disabilities. For example, they invite the school teacher from the child's future school to come and visit, so that the child becomes familiar with them before starting at their new school. Staff regularly review the indoor environment to ensure activities and experiences are suitable for the children's different stages of development. As a result, two-year-olds are provided with a different activity during a circle time, which is more suitable for their interests and capabilities. Older children engage in activities, such as writing the names of their family members on their drawings. This means children are continuously being provided with appropriate challenge, which helps them to be ready for their next stage in learning, such as school. However, staff do not always transfer this strong teaching approach to the pre-school's outside play area. On occasions, staff are not fully engaged in the different learning opportunities that take place. Reflective practice is not as sharply focused for outside play, in order to reshape activities and fully support children to make rapid progress.

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

Children display high levels of confidence and self-esteem, while playing independently and during group activities. The manager has embarked on a further qualification and works in partnership with the school to share a small forest area for children to explore and investigate. Staff have already been able to identify children's different learning styles by introducing this new approach. The manager has reflected on how boys use this area to engage in imaginative play more than when they play inside. Staff plan and prepare a nutritious and balanced snack, where children manage their own risk effectively by using small china cups and plates. Staff have attended training on healthy eating, and as a result, they have made improvements to their snack routine. However, this effective routine is not consistent and lunchtime does not offer children the same clear message around healthy eating. Staff acknowledge they can do more to engage parents in the pre-school's approach to promote a healthy lifestyle and physical well-being.

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

The manager has set clear targets to drive practice forward and regularly helps staff to complete documentation, such as the progress check at two. Staff contribute to the pre-school's progress through regular staff meetings. The manager completes regular supervisions to inform individual staff training plans, provide ongoing support and ensure each staff member has clear targets, which enthuse and engage them. Many of the staff have a valid paediatric first-aid qualification and have attended safeguarding training. Robust recruitment checks are implemented by the manager, to ensure staff are suitable to work with children. The committee members understand their roles and responsibilities, and as a result, parents are engaged in their children's early education.

Setting details

Unique reference number	EY370040
Local authority	Norfolk
Inspection number	1010313
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	51
Name of provider	Swanton Abbott Pre-School Committee
Date of previous inspection	3 March 2009
Telephone number	01692 538 987

Swanton Abbott Pre-School registered in 2008 and is a committee-run pre-school situated in the grounds of Swanton Abbott Primary School. The pre-school is open from 9am to 3pm Monday to Thursday and from 9am to 12noon on Fridays, during school term time only. There are nine members of staff, seven of whom hold a relevant qualification at level 2 or above.

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