

# Swallownest Pre-School

Horsa Huts, Rotherham Road, Swallownest, Sheffield, South Yorkshire, S26 4UR



## Inspection date

10 June 2015

## Previous inspection date

27 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The indoor and outdoor learning environments are welcoming and stimulating. Children independently access a wide range of activities and resources. As a result, children are happy and they approach their play with enthusiasm.
- Children behave well and have good social skills. They are confident to start conversations and share their experiences with others. Children eagerly talk about the radishes they have planted and about their excitement in starting school.
- Staff promote children's health effectively. Children enjoy playing outdoors. Young children recognise they need a sunhat to keep them safe when playing in the sun. Staff provide recipe ideas for parents and offer 'stay and bake' sessions. These activities promote partnership working in regard to encouraging children to make healthy choices.
- Key persons provide reassurance and support, so that new children feel safe and secure in their new surroundings. These close relationships means that children settle quickly and have the confidence to join in activities.
- Since the last inspection, management and staff have worked hard to address areas identified for improvement and significant changes have been made. Staff are now more confident in their role, first-aid training is completed and staff deployment is effective. As a result, staff keep children safe and they effectively promote their good progress and readiness for school.

### It is not yet outstanding because:

- Key persons do not always share their expert knowledge of children with others. As a result, teaching during some group activities is not always supporting children to make the best possible progress.
- Staff do not always effectively use information about children's learning at home to promote more rapid progress.

## What the setting needs to do to improve further

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

- strengthen teaching by ensuring key persons share their expert knowledge of children with others, so that all staff can support and challenge them to the highest level, especially during group activities
- make better and swifter use of information parents share about children's learning at home, to identify ways to promote exceptional learning.

## Inspection activities

- The inspector observed activities in the main playroom and outdoors.
- The inspector spoke to the children and members of staff. She held discussions and meetings with the manager and nominated person during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures. She discussed self-evaluation and checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and/or carers spoken to on the day of the inspection.

## Inspector

Helen Blackburn

## Inspection findings

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

Since the last inspection, staff now have a better understanding of how to promote good quality teaching and practice. Key persons regularly observe children and track their progress. They have a good awareness of children's individual learning needs and the activities they need to plan to meet these. For example, staff use children's interest in sand play to develop their skills in sharing and playing with others. However, key persons are not always sharing what they know about children with other staff. Consequently, during some planned, group activities, not everyone is sharing the same high expectations of individuals to support children's rapid progress. Children enjoy a wide range of activities that develop their early writing and mathematical skills. They make lists and sell numbered tickets during role play. Children are creative and imaginative learners. They have great fun going on adventures with their backpacks or pretending to go on trips to the seaside.

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

Staff have good relationships with children and parents. They work well with parents to meet children's individual care needs. Staff work closely with local schools to make sure things go smoothly when children move on. Staff take children on visits to school and talk about what to expect, so that they embrace starting school with confidence. Staff ensure children have clear boundaries and routines. As a result, children independently manage tasks, such as getting their own drinks and snacks. Staff praise children's achievements effectively and they value their contributions, for example, by displaying their work around the room. This gives children a sense of belonging and ensures they have high self-esteem. Staff provide a safe and clean environment for children and have action plans in place to continually improve the resources. Staff maintain all required records and they effectively deal with child protection concerns, so children are safeguarded.

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

Following the last inspection, the committee now routinely involve themselves in the management of the pre-school, action planning and staff development. Consequently, they now motivate staff, encourage sharing of practice and use staff supervisions to promote improvement. As a result, the qualified staff team use their skills and training to support children's learning. Staff make good use of their training to support and monitor children's communication and language skills. Parents and carers speak highly of the pre-school. They say children are happy and that staff are friendly. Staff regularly discuss children's progress with parents. However, they are not always using information about children's learning at home, alongside their own assessments, to support their even swifter progress. Staff work very closely with any other agencies and professionals involved in children's care and learning. Consequently, all children, including those with special educational needs and/or disabilities, receive the support they need.

## Setting details

<b>Unique reference number</b>	303272
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	1005385
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Swallownest Pre-School Committee
<b>Date of previous inspection</b>	27 January 2015
<b>Telephone number</b>	01142 876823

Swallownest Pre-School was registered in 1970. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualification at level 3 or above. The pre-school opens on Mondays, Tuesdays, Thursdays and Fridays from 9.15am to 3.15pm and on Wednesdays from 9.15am to 12.45pm, term time only. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who have special educational needs and/or disabilities.

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