

Swinderby Pre-School Playgroup

The Playroom, Swinderby Primary School, High Street, Swinderby, Lincs, LN6 9LU



Inspection date

7 December 2015

Previous inspection date

26 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is very good and some is outstanding. Well-qualified staff are highly skilled in providing imaginative learning experiences for the age range of children in their care.
- Staff gather detailed information about what children already know and can do at home. They make regular and precise assessments of their learning. This enables them to plan activities that motivate children and provide them with appropriate challenges for their next steps in learning.
- Relationships with the schools children move on to are well established. Staff use these links to help them prepare children well for starting school.
- Staff are wonderful role models. All children, including very young children, learn how to share, take turns, and manage their own feelings and behaviour. They are very self-assured and exhibit lovely characteristics of humour and playfulness.
- Parents are highly complementary about all aspects of their children's care and learning. Staff keep parents well informed about the progress their children make.

It is not yet outstanding because:

- Methods for checking on staff performance are not used to their full advantage, in order to build on their already good teaching practices.
- When children attend more than one setting, staff do not share as much information as they could that supports children to make the best possible progress with each provider.

What the setting needs to do to improve further

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

- fine-tune the use of methods for monitoring staff practice and increase the potential to improve the quality of teaching and outcomes for children still further
- build on strengthening relationships and sharing information about children's development with all other settings they attend.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the nominated person, the manager, and the deputy manager of the pre-school and discussed their self-evaluation and improvement plans.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of assessments of children's progress.
- The inspector checked evidence of the suitability of committee members. She also checked evidence of the suitability and qualifications of staff working directly with the children.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

Managers, staff and the committee members work exceptionally well together. They all ensure the statutory welfare requirements are consistently met. Arrangements for safeguarding are effective. The committee and all staff are trained in identifying children who may be at risk of abuse or neglect. They fully understand the procedures to follow should they have concerns about a child's welfare. Safe recruitment procedures are used to check if staff are suitable to work with children. The manager and all staff demonstrate a drive to improve and maintain the highest levels of achievement for all children. The highly qualified manager ensures staff's assessments of children's achievements are accurate. She ensures any gaps in children's learning are quickly identified and additional support strategies are put in place.

Quality of teaching, learning and assessment is good

Children are given the time and freedom, both indoors and outside, to initiate, lead and conclude their own play. Children enjoy making their own maps as they draw roads and train tracks on big pieces of paper. Experienced and well-qualified staff sensitively intervene to help children gain a greater understanding of the community in which they live. Children also learn during this activity that walking sensibly on the pavement helps to keep them safe. Staff promote children's early literacy skills very well. For example, older children are learning to recognise their first and family names as they find their registration name card. Older children are confident counters. They know by adding one more to four makes five in total. Children learn mathematical concepts, such as measuring and quantities, as they help staff make the play dough. They have active imaginations. As they bury dinosaurs in the sand, their delightful chats turn to planets and lighthouses.

Personal development, behaviour and welfare are good

Children receive a lovely warm welcome in the homely yet well-organised environment. Staff listen carefully to and talk with children about the things that interest and are important to them. This helps give children a strong sense of belonging. Small-group time with their key person and friends helps children understand and to be sensitive towards the differing likes and needs of others. They form positive attachments and feel safe and emotionally secure. Consistency in self-care and hygiene routines helps even the very youngest children develop extremely good independence skills. For example, children wash their own hands, blow their own noses and dispose of used tissues in the bin. Novel ways of teaching children about 'Mr Germ' further promote children's understanding of how to keep themselves safe and healthy.

Outcomes for children are good

All children, including those for whom the setting receives additional funding, make very strong progress from their starting points. Children have very good social skills. They have good physical balance and coordination and can express themselves freely. Staff prepare them well for their next stages in learning, such as starting school.

Setting details

Unique reference number	253754
Local authority	Lincolnshire
Inspection number	866787
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	29
Name of provider	Swinderby Pre-School Playgroup Committee
Date of previous inspection	26 March 2012
Telephone number	01522 869362

Swinderby Pre-School Playgroup is committee run. It was established in 1985 and re-registered in 1992. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The manager has gained Early Years Professional status. The pre-school opens from Monday to Friday during term-time only. Morning sessions are from 9.05am until 12.05pm. The pre-school offers two afternoon sessions on Wednesday and Thursday, which are from 12.05pm to 3.05pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

