

Little Swans

Swans Nest, Swanton Morley Village Hall, Manns Lane, Swanton Morley, Dereham,
Norfolk, NR20 4NP



Inspection date

Previous inspection date

17 January 2017

21 June 2013

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

- Staff work together as an effective team. They respond well to the manager's high expectations and desire to provide children with the highest-quality provision. The voluntary committee of directors is committed to supporting the manager to achieve this goal.
- Staff work closely with parents to help children settle and become confident and self-assured in the pre-school. Children develop close relationships with their key person. Parents are highly complimentary about the friendly and approachable staff.
- Children receive high levels of teaching during some whole-group activities. For example, strategies used to help children learn to use simple sign language are delivered in an exceptional way to encourage their enthusiastic participation and enjoyment. Children delight in demonstrating their sign language skills and testing those of staff.
- The pre-school's move to new premises, attached to the village hall, has been used successfully by staff to improve the range of experiences and activities offered. Children make enthusiastic choices about what they want to do. They are eager to lead their own play as they confidently move between the indoor and outdoor environment.

It is not yet outstanding because:

- Although key persons identify what children need to learn next, planning is sometimes not used to full effect to help staff target and more rapidly close identified gaps in children's learning.
- Although a variety of methods is used to communicate with parents, sometimes guidance on how parents could further support children's learning at home is not given as strong an emphasis.

What the setting needs to do to improve further

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

- strengthen planning to focus specifically on helping staff deliver teaching that is more effectively targeted at rapidly closing identified gaps in children learning
- provide parents with more effective guidance on how they can support their child's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also spoke to representatives of the management committee about their role.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management is good

Staff receive good levels of support to help them improve their knowledge and skills, through ongoing training and regular supervision meetings. The pre-school supports staff in gaining further relevant qualifications. For example, the manager has just obtained a professional qualification in management to support her in her role. The arrangements for safeguarding are effective. Staff undertake relevant safeguarding training at a level appropriate for their role. They are confident about the action to take if they have any concerns about the safety or welfare of a child in their care. The management team regularly evaluates the service provided to identify further areas for improvement. They recently introduced a new assessment system to aid staff in monitoring children's achievements. This has been well received by parents for the insight it provides into their child's day.

Quality of teaching, learning and assessment is good

Overall, staff use a good range of teaching methods to promote children's learning. Staff accurately assess children's stages of development and identify what they need to learn next. They use a good range of strategies to encourage children's communication and language skills. Staff listen to what children are saying. They ask sensitive questions to encourage children to expand upon what they have to say. Each child has a photograph book of family members. They enjoy sharing these books with staff while talking about people who are important to them. These books are also used to reassure children who are feeling unsettled at being separated from their parents.

Personal development, behaviour and welfare are good

Staff implement a good range of strategies to help children learn to take account of the different views and feelings of others. Children are learning to behave well. Staff use age-appropriate explanations to help children learn how their behaviour may affect others. They help children learn to recognise and manage their feelings. Staff use well established daily routines to help children learn to become independent in their personal care. Children and staff follow good hygiene routines. Staff help children brush their teeth after mealtimes, while discussing healthy practices with the children. All children benefit from daily opportunities for outdoor play.

Outcomes for children are good

Children are working comfortably within the range of development expected of them, taking account of their starting points on entry to the pre-school. They are happy and confident individuals who demonstrate a strong drive to learn. Children play together well, sharing ideas and developing strong friendships with other children. They enjoy using their imaginations while acting out familiar role play scenarios. Children develop the key skills that prepare them for the next stage in their learning and eventual move on to school. Children have many opportunities to make marks. They enjoy drawing and then describing their pictures to staff. Children have many opportunities to develop their enjoyment of books. They choose their favourite story and happily look at it on their own or with a member of staff.

Setting details

Unique reference number	EY293252
Local authority	Norfolk
Inspection number	1064631
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	38
Name of registered person	Little Swans
Registered person unique reference number	RP524971
Date of previous inspection	21 June 2013
Telephone number	01362638103

Little Swans was registered in 2004. The pre-school employs seven members of childcare staff, five of whom hold appropriate early years qualifications. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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