

Swanwick Pre-School

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



Inspection date

4 July 2017

Previous inspection date

16 April 2015

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

- The manager and staff have a clear passion to continually drive improvements to raise the outcomes for children. The process of reflection effectively involves the views of staff, committee members, parents and children.
- Children make good ongoing progress. The staff consistently observe, track and plan for children's individual learning and development very well.
- Staff operate the key-person system effectively, to promote children's emotional well-being. Children settle quickly and develop their confidence with help from the nurturing staff.
- Parents speak highly of the pre-school staff. They are very pleased with the good progress their children make and how welcoming staff make them feel.
- Staff deploy themselves effectively to keep children safe. They carry out good risk assessments to help children play safely in their learning environment.

It is not yet outstanding because:

- Children have fewer opportunities to lead their own play at times, such as for those children who prefer to spend more time outside or inside, to help them continue their own learning.
- Staff sometimes miss opportunities to encourage children to recognise how exercise and healthy eating will benefit their overall health and physical development.
- Staff do not make the best of opportunities to help children observe similarities and differences between themselves and others.

What the setting needs to do to improve further

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

- provide more opportunities for children to make independent choices about their play, to support their interests and build on their learning experiences
- help children to recognise how exercise and healthy eating will help them to grow and develop
- build further on children's understanding of similarities and differences between themselves and others.

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 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 and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are very clear about the procedures they must follow should they have a concern about a child's welfare or safety. The manager ensures that all staff complete regular child protection training to keep their knowledge updated of current guidance and procedures to protect children. There are effective systems to help ensure staff working with children and committee members have ongoing suitability to carry out their roles effectively. Current staff monitoring systems are effective to support their ongoing professional development. For example, staff have completed behaviour management training. They successfully implement their new knowledge and skills in practice. In addition, children's behaviour is good. The manager monitors all children's progress effectively. She identifies any gaps in children's learning and staff plan support to help them catch up quickly. Staff work well with other professionals to support children who need it the most.

Quality of teaching, learning and assessment is good

The well-qualified staff are enthusiastic in their roles. They plan exciting activities to motivate children in their play. Overall, there is a good balance of adult-led activities and time for children to explore by themselves. Staff engage well with the children and use spontaneous ideas from them to extend their learning further. For example, children enthusiastically attempt to build a tower with construction bricks. Staff talk to the children about how they can stop the tower from falling over too quickly. Children are given time to work out how to do this and are very pleased with the end result. Staff promote children's language development well. They question children effectively to encourage children to share their thoughts and ideas.

Personal development, behaviour and welfare are good

Children settle very quickly when they first arrive at the pre-school. They become deeply involved in their play. Children form secure attachments with staff and are confident to ask or show they need help. Staff are warm, caring and responsive to children's needs. Children are happy and settled. Children quickly learn about the boundaries and expectations that the staff consistently promote. Children respect one another in play, such as sharing toys and taking turns. Children become very aware of responsibilities, such as handwashing before eating and putting away bowls after they have had snack. There are successful links with the local schools to help support children to make smooth transitions when the time comes.

Outcomes for children are good

All children, including those who receive funding, are making good progress given their starting points. They are well prepared for the next stage in their learning, such as school. Children are confident and sociable. They show good independence skills, such as going to the toilet by themselves. Children develop their literacy skills well. They are beginning to link sounds to letters and particularly enjoy stories and singing time. Some older children can write their name. Overall, children are well motivated in their play and are active learners.

Setting details

Unique reference number	206885
Local authority	Derbyshire
Inspection number	1089946
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	77
Name of registered person	Swanwick Pre School
Registered person unique reference number	RP910232
Date of previous inspection	16 April 2015
Telephone number	01773 607 885

Swanwick Pre-School registered in 1969 and is located in Alfreton, Derbyshire. The pre-school employs eight members of childcare staff. Of these, one holds an early years qualification at level 5, six at level 3 and one at level 2. The pre-school opens Monday to Friday during term time only. Sessions are from 9am to midday and from 12.40pm to 3.40pm. The pre-school receives early education funding 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 2017

