

Swan Pre-school

219 St. Nicholas Avenue, Gosport, Hampshire, PO13 9RJ



Inspection date	6 September 2017
Previous inspection date	9 December 2014

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

- New children settle in to pre-school very quickly. Staff speak to parents to familiarise themselves with home care routines and gain a good understanding of children's interests. They are kind and caring, and children happily approach them for support.
- Staff form strong links with teachers at the local schools and they communicate concerns they have about children's development. Staff talk to children about the move to school. Children are emotionally well prepared for the next steps in their learning.
- The manager has a good relationship with her staff team and she actively seeks their opinion when she evaluates the setting. Staff are motivated to support the manager to implement change, such as when they suggest resources that children will enjoy.
- Staff observe children on a daily basis and have a clear picture of what all children can do. They use this knowledge to set achievable next steps. The manager closely monitors children's development to check that staff are meeting the needs of individual children. All children make good progress in their learning.
- Staff interact with children very well. They are patient and support children to develop their speech, such as when they demonstrate how to say difficult words. Staff are good role models and children are happy to copy them.

It is not yet outstanding because:

- Staff occasionally miss opportunities to enrich children's experiences and support them to understand how they can experiment with textures.
- At times, staff do not offer children the freedom to make choices about how they extend their own play.

What the setting needs to do to improve further

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

- provide children with more opportunities to experiment with different textures
- offer children the freedom to make their own choices about how they extend their own play.

Inspection activities

- The inspector observed teaching outdoors and indoors.
- The inspector accessed learning records and discussed the progress of individual children.
- The inspector carried out a joint observation with the manager, and they evaluated the strengths and weaknesses of the activity.
- The inspector spoke to a number of parents about their experiences at the pre-school.
- The inspector talked to all staff about their knowledge of safeguarding and the procedures they follow to keep children safe.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager is enthusiastic about moving the setting forward and making positive improvements. She asks others to evaluate the provision, such as her Early Years Adviser, and makes changes based on feedback she receives. Staff form good links with other agencies that work with children, such as speech and language therapists and social workers. They discuss strategies they can use to support children. The manager regularly meets with staff to discuss work performance and how they can improve their knowledge and skills. She works with the registered provider to offer staff suitable training opportunities. For instance, a staff member learned how to engage young children further in mathematics, she shared information on the training with colleagues. Safeguarding is effective. The manager has an extensive knowledge of safeguarding. She checks staff's understanding of changes to local authority safeguarding guidance, such as when she tests them with appropriate scenarios.

Quality of teaching, learning and assessment is good

Staff support children of all ages to learn about shapes. For instance, very young children cut a range of shapes out of playdough. Older children identify shapes and group them together, and they use mathematical language as they compare sizes. Staff are careful to make sure that planning incorporates the needs of all children. Activities are stimulating and enjoyable. For example, children sitting in a circle wriggle with excitement as they anticipate waking up the pre-school baby doll. They pass the baby around the group and sing along to their favourite songs. Children are eager to contribute as they take turns telling the baby their names. Staff engage very well with parents, such as when they talk to them about children's achievements. Parents are positive about staff and the welcoming environment they create for children.

Personal development, behaviour and welfare are good

Children confidently share their opinions and they particularly enjoy snack times when they sit with their friends. Children are caring towards others, such as when they divide the playdough to make sure there's enough for everyone. Those children that have attended the setting for some time approach new children and offer to share their toys. Children learn about different areas of the world. For instance, they discuss relatives that work abroad and talk about places they visit on holiday. Staff support children to be physically healthy. For example, they offer parents advice about food that is healthy and nutritious, to improve the quality of lunchboxes.

Outcomes for children are good

Children are creative and they attribute meaning to the colourful pictures they draw. They develop an interest in books and talk about what they see on the pages. Children really enjoy socialising and working with others, such as when they build towers. They take part in role play and relate it to experiences in the home, for instance, cooking and helping to change their baby doll's nappies. Children that the setting is in receipt of additional funding for, achieve well and make similar progress to their friends.

Setting details

Unique reference number	110011
Local authority	Hampshire
Inspection number	1070108
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	11
Name of registered person	Naval Under Fives (Eastern Area) Committee
Registered person unique reference number	RP519689
Date of previous inspection	9 December 2014
Telephone number	07825 842721

Swan Pre-school registered in 1985 and has been in the current premises since 2001. It is situated in Rowner, Gosport and is one of the childcare services operated by the Naval Under-Fives organisation. The pre-school receives funding for the provision of free early years education for children age two, three and four years. The pre-school is open on Monday to Friday from 9am to 3pm, during term time only. There are currently three staff members working with the children, including the manager. All staff hold appropriate qualifications in childcare and early years education at level 3.

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