

# Swallows Nest Pre-School

St George's Church Community Hall, Eastbrook Road, Lincoln, Lincolnshire, LN6 7EP



## Inspection date

2 November 2017

Previous inspection date

13 February 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

- Staff organise the environment successfully to create a welcoming and stimulating space in which to learn. Children move freely between the different play areas to enjoy a broad and balanced range of learning activities.
- Children behave well. Staff help them to develop good personal and social skills. Children grow in self-confidence and become increasingly self-aware.
- The key-person system is strong and well embedded from the start. Staff begin to gather information about children's starting points during home visits and continue to assess them during their settling-in visits. Parents are also provided with suggestions on how to continue with their children's learning at home. As a result, partnerships with parents are strong.
- Daily opportunities are provided to promote children's physical skills. For example, they confidently climb and balance across wooden planks. This gives children opportunities to take well-supervised risks and challenge their own ability.

### It is not yet outstanding because:

- Although teaching is very good overall, staff are not always highly skilful in recognising and using opportunities within daily routines to deepen children's learning.
- At times, staff do not encourage children to do things for themselves, such as manage their personal care needs.

## What the setting needs to do to improve further

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

- help staff to recognise and use opportunities within daily routines to deepen children's learning
- encourage children to do more things for themselves to increase their independence.

### 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 held a meeting with the pre-school managers and spoke with a member of the committee.
- The inspector looked at relevant documentation, such as children's records, staff supervision records, policies and risk assessments.
- The inspector spoke to staff regarding their knowledge of safeguarding and the support they receive from management.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Michelle Drury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. Robust recruitment and induction procedures are in place to ensure the suitability of new staff. Staff are committed to professional development and regularly attend training and meetings to increase their knowledge and qualifications. The manager monitors the progress of groups of children and summarises the information well to identify any gaps in achievement. Staff reflect on the overall quality of the nursery and consistently strive to improve. Parents speak positively about the nursery and value the staff visiting the children at home before they start.

### Quality of teaching, learning and assessment is good

Children take part in a good range of activities that is planned according to their identified next steps in learning and their interests. Staff get to know each child well and provide them with activities that they are excited to take part in. For example, they show delight as they make fireworks with paint. Children develop a good range of physical skills. For example, they use challenging apparatus skilfully and develop confidence in their own abilities. Staff provide opportunities for children to investigate spaghetti, using different objects to stir, pour and mix. They relish the sensory experience of feeling different textures and explore with curiosity and excitement. Effective monitoring helps staff to ensure that all children, including those in receipt of additional funding are making good progress from their starting points.

### Personal development, behaviour and welfare are good

Staff promote children's good health and meet their medical and dietary needs. They keep parents informed of children's accidents in the nursery and deploy staff with first-aid qualifications appropriately. Children form secure attachments with staff as an effective key-person system is in place. As a result, children are confident, settled and keen to explore and learn. Staff help children to be persistent and to try hard at everything they do. They use praise well to help children recognise their strengths, and support them to overcome difficulties. Staff promote children's understanding of healthy lifestyles and good hygiene procedures. Staff teach children to learn important values, such as respecting similarities and differences between others.

### Outcomes for children are good

All children make good progress in their learning and development, in relation to their starting points. Any gaps in children's learning are quickly identified and strategies are put in place to ensure that they are closed. Children acquire good early literacy skills, such as recognising their names and practising their writing. Children are gaining skills that will ensure they are well prepared for the next phase of their learning and school.

## Setting details

<b>Unique reference number</b>	253511
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1090348
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Swallows Nest Pre-school Committee
<b>Registered person unique reference number</b>	RP904715
<b>Date of previous inspection</b>	13 February 2015
<b>Telephone number</b>	07808021505

Swallows Nest Pre-School registered in 1993. It is managed by a committee. The pre-school employs seven members of childcare staff. Of these, five hold appropriate qualifications at level 3. One member of staff holds a qualification at level 6. The pre-school opens Monday, Tuesday and Thursday from 9.30am to 1.30pm and on a Friday runs from 9.30am to 12.30pm, term time only. 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

