

Swanton Abbott Pre-School



Swanton Abbott School, Youngmans Lane, Swanton Abbott, Norwich, NR10 5DZ

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| Inspection date | 16 November 2017 |
| Previous inspection date | 12 May 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 is committed to the ongoing development of the pre-school. She continually looks at ways to improve the provision. The leadership team supports her well to implement ideas and secure continuous improvement.
- The manager supports staff well and is aware of their individual strengths. She encourages them to develop their ideas and knowledge further. For example, staff take lead responsibility to promote learning in specific areas, such as mathematics.
- Staff enthuse and motivate children to learn during well-planned activities. Children engage for prolonged periods given their age. They enjoy investigating and exploring with their senses. They listen carefully to staff's instructions and follow their guidance.
- Staff keep parents well informed about children's progress. They work closely with parents to ensure they support children's learning and development consistently well in the pre-school and at home.
- Children behave well. They follow the pre-school's routines and respond well to staff. Staff teach them to take turns and share resources with their friends.

It is not yet outstanding because:

- Children do not access an inspiring range of opportunities to practise their early writing skills. Some children lack interest to develop this key skill.
- The manager does not make best use of information gained from tracking the progress of groups of children to help identify where to enhance the provision further, so that all children achieve high rates of progress.

What the setting needs to do to improve further

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

- enhance children's interest in practising their early writing skills and provide them with a rich and stimulating range of activities to inspire them
- evaluate the information gained from monitoring the progress different groups of children make, to identify where provision and practice can be further enhanced to help children to make even more rapid progress.

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 pre-school manager.
- The inspector held a meeting with the pre-school 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.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of how to respond to any concerns they have about children's welfare. They follow robust procedures and know how to deal with concerns swiftly and decisively. The staff team works closely together. They deploy themselves well across the pre-school and keep children engaged in learning. Staff communicate well with each other and are good role models for children. They are warm, friendly and polite. They plan the learning environment well and provide children with rich and exciting opportunities to explore the natural environment. The manager and staff team reflect together on different aspects of the provision and identify new opportunities they can bring into the pre-school. They are open to new ideas and eager to implement changes to improve learning experiences for those children who attend.

Quality of teaching, learning and assessment is good

Staff know the children well. They are aware of children's individual capabilities and know how to progress them further in their learning. Staff demonstrate effective teaching skills. They ask children questions and model new vocabulary well for them to hear and repeat. Staff introduce numbers for children to identify. They introduce numbered parking spaces for children to use when playing on bicycles outdoors. Children are encouraged to solve problems for themselves, such as when there are not enough parking spaces. They contemplate and then decide to make one more space. Children are inquisitive and enjoy exploring and investigating. They use magnifying glasses to look more closely at plants and leaves. They describe what they see and name the different colours.

Personal development, behaviour and welfare are good

Children build secure attachments with staff and enjoy playing alongside them. Staff show that they are interested in children's lives outside of the pre-school and encourage children to share stories from home. Children are confident and encouraged to be independent. They are capable in dressing themselves to go outdoors and they independently access snacks. They choose plates and cups, which they clear away afterwards. Children use a knife to butter their toast and eat a healthy nutritious snack. Children know the pre-school routines and effortlessly move between routines and play. Staff give children prompts, such as timers to help children to prepare for change. Children enjoy playing outdoors. They have physical play opportunities, such as riding on bicycles. They negotiate space well to keep themselves and others safe.

Outcomes for children are good

Children make good progress in their learning. They are busy and active learners and are eager to join in a range of activities. They listen carefully to staff and show good levels of concentration. They communicate well with each other and develop good social skills. Children learn skills, which prepare them well for the next stage in learning and school.

Setting details

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| Unique reference number | EY370040 |
| Local authority | Norfolk |
| Inspection number | 1093354 |
| 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 | 26 |
| Number of children on roll | 17 |
| Name of registered person | Swanton Abbott Pre-School Committee |
| Registered person unique reference number | RP527931 |
| Date of previous inspection | 12 May 2015 |
| Telephone number | 01692 538 987 |

Swanton Abbott Pre-School registered in 2008. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm Monday to Thursday and from 9am to midday on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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