

Swallownest Pre-School

1 Horsa Huts, Rotherham Road, Swallownest, Sheffield, South Yorkshire, S26 4UR



Inspection date

24 April 2018

Previous inspection date

10 June 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, staff and committee actively seek the views of parents and act on their wishes. Parents excitedly explain how the newly introduced electronic system allows them to see and contribute to their child's learning daily. Outcomes for children are good.
- Children who enter the pre-school with skills below those of others are making good individual progress. Staff use additional funding well to help children catch up with their peers.
- Staff with focused responsibilities use their strong teaching skills and training well to target children's speech and language goals. They introduce single words and encourage toddlers to make round shapes with their lips as they blow bubbles.
- Staff skilfully support children's imaginary play. Children independently put on their safety glasses and hard hats and have great fun pretending to be builders. They show how they are creative and imaginative learners.
- Children learn about the importance of living a healthy lifestyle. The benefit from daily fresh air, nutritious packed lunches from home and regular exercise.

It is not yet outstanding because:

- Performance management arrangements for the manager do not focus sharply on how she can raise practice to an outstanding level.
- At times, staff do not observe and listen to children carefully to re-shape their spontaneous play activities, and challenge and extend their learning effectively.

What the setting needs to do to improve further

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

- sharpen evaluations of the manager's performance to more rigorously target how practice can be raised to an outstanding level
- support staff to be more perceptive to children's emerging interests and to make the most of spontaneous teaching opportunities that build on their learning further and challenge them to make 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 nursery manager and provider. 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

Jane Tucker

Inspection findings

Effectiveness of the leadership and management is good

The manager provides good guidance and support to the staff team and carries out regular supervisory sessions. She evaluates the quality of staff's practice very well, which helps them to raise continually their already good-quality of teaching. The manager effectively tracks children's progress and targets areas for improvement in a timely way. Staff have recently attended training and redeveloped learning areas to support children's development in mathematics further. Gaps in children's understanding of number are now closing. The arrangements for safeguarding are effective. The manager keeps abreast of any changes to safeguarding procedures and legislation, and disseminates this knowledge to her staff. Staff know how to recognise when a child might be at risk of harm, such as from extreme behaviours and views. Safe recruitment and ongoing suitability checks help to ensure that staff remain suitable to work with children.

Quality of teaching, learning and assessment is good

Staff support children's early literacy, communication and language skills well. Older children listen attentively to identify if the sounds they hear are from the same instruments. Children enjoy group time activities. They tap their knees with their hands as they sing the days of the week. Staff support children's mathematical learning well. Children choose to sing number rhymes and staff reinforce this learning by holding up their fingers to show number order. Children have opportunities to count, measure length and use language to describe size and position in everyday play situations.

Personal development, behaviour and welfare are good

A well-established, key-person system helps children to form secure emotional attachments. Children that are new to the pre-school settle quickly and have the confidence to join in activities. Staff are good role models. They remind children about the importance of using their 'walking feet' indoors. Older children show their understanding of risk through activities. For example, during role play they explain to their friends why they have put the cones out to keep them safe. Children have many opportunities to develop their physical skills. They ride wheeled toys and safely manoeuvre them around their friends. Children's behaviour is good and they are busy, engaged and happy in their play.

Outcomes for children are good

Children play cooperatively with their friends, share and take turns with resources. They have good social skills and are confident to start conversations with adults. For example, they tell visitors the rules of their game outdoors and explain that if they fall off the beam they are out. Children enjoy role play. They sprinkle herbs on their pretend pizza and explain how they smell 'yummy'. Children pretend to make banana sandwiches for staff. They enjoy imitating actions and events from their own family. All children make good progress from their individual points. They learn new skills that help them to prepare for their future education.

Setting details

Unique reference number	303272
Local authority	Rotherham
Inspection number	1090562
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	24
Number of children on roll	35
Name of registered person	Swallownest Pre-School Committee
Registered person unique reference number	RP903066
Date of previous inspection	10 June 2015
Telephone number	01142 876823

Swallownest Pre-School registered in 1970. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above and one is unqualified. The pre-school is open Monday to Friday, 9.15am to 3.15pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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