

Swallowfield Pre-School

Swallowfield Parish Hall, The Street, Swallowfield, Reading, Berkshire
RG7 1QX



Inspection date	17 May 2019
Previous inspection date	9 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Partnerships with parents are strong. Staff involve parents effectively in their children's learning and development. For example, staff and parents share information consistently and work closely together. This promotes continuity in helping children achieve and make progress. Parents are highly complimentary about the staff and the support they provide to them and their children.
- Staff know their key children very well. They make accurate assessments of children's progress and use these successfully to plan next steps in learning. Children make good progress from their starting points. Staff teach children the skills they need for moving on to school. For instance, staff encourage children to develop their mathematical skills, and children confidently count and use numbers in their play.
- Children benefit from a well-equipped and interesting learning environment. They make their own choices about what to play with and independently select resources. The inclusive environment reflects and values children's differences, for example other languages spoken at home. Staff plan resources to meet children's individual needs, such as providing scissors for children who show a preference for using their left hand.
- Children behave well and develop positive social skills, such as learning to use good manners. They form friendships with each other and strong bonds with staff. Staff are caring and responsive to children. They provide children with well-timed, warm praise and encouragement. This helps to build children's self-esteem and confidence effectively.
- The manager models very effective practice to other staff and encourages them to develop their skills and knowledge, for example through training. However, the focus on staff development is not precise and sharp enough to build the quality of the teaching and children's outcomes to the highest level.
- The quality of teaching is good. Children respond well to staff's interactions with them and confidently engage with staff, for example during discussions. At times, staff do not consistently challenge older and more able children's learning to help support more rapid progress.

What the setting needs to do to improve further

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

- develop a sharper focus on staff development to extend their good level of skills, knowledge and practice and children's outcomes to a higher level
- build on the support given to older and more able children to provide consistently challenging learning experiences to help them make even more progress.

Inspection activities

- The inspector observed the quality of staff interactions with children and activities, indoors and outdoors.
- The inspector carried out a joint observation with the manager of a planned activity.
- The inspector sampled paperwork, including evidence of suitability checks for staff and the committee, children's records and some policies and procedures.
- The inspector took into account parents' views and opinions by speaking to them and reading their written feedback.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management is good

The manager leads the pre-school effectively and, overall, reflects on the quality of teaching and the provision well. She uses information from tracking and monitoring children's progress successfully, for example to close gaps in children's development and to develop resources and routines. Additional funding is used effectively to support children's individual needs. Staff implement ideas from training, such as using children's interests to engage them in learning. This helps staff plan activities that interest children. Safeguarding is effective. Staff are vigilant in completing daily safety checks and carefully consider the security of the premises to promote children's safety. Staff have a good knowledge and understanding of how to recognise indicators that a child may be at risk of harm. They are aware of wider safeguarding issues, such as those linked to the 'Prevent' duty.

Quality of teaching, learning and assessment is good

Staff monitor their key children's development closely. They identify children who need additional support and help them to catch up. Staff provide effective support to develop children's communication and language skills. For instance, they give children plenty of time to think and respond to questions they ask and encourage children to extend their vocabulary. Staff plan activities to help children develop their small physical skills, including coordination and control. On the day of the inspection, children made their own sandwiches for snack time. They used knives to spread butter and to cut their sandwiches into shapes. Staff supported children to increase their understanding about the natural world. For example, children considered whether to use the leftover small pieces of bread to feed the birds or make compost to help plants grow.

Personal development, behaviour and welfare are good

Staff develop children's awareness of keeping themselves safe. For example, they sensitively support children to safely put away larger pieces of play equipment. Children develop their understanding of healthy lifestyles, including through discussions about healthy options and the importance of washing their hands before eating or taking part in cooking activities. Children learn about their local community, for example through walks in the village and by visiting the local shop. They develop their understanding of people different to themselves. For example, they take part in activities that celebrate festivals and play with resources that reflect the wider world, such as dolls and books.

Outcomes for children are good

Children are active and interested learners who show interest in the world around them. For instance, when digging in the mud pit, children found insects and used magnifying glasses to look at these in detail. Children learn to recognise their names and write for a purpose, such as writing labels and shopping lists before going to the role-play shop. Children develop their listening skills and concentrate well, for example during group activities. They are confident to ask questions and to seek out adults when they need support. Children gain the skills they need for their future learning.

Setting details

Unique reference number	148684
Local authority	Wokingham
Inspection number	10066977
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	35
Name of registered person	Swallowfield Pre-School Committee
Registered person unique reference number	RP518207
Date of previous inspection	9 May 2016
Telephone number	07771184982

Swallowfield Pre-school registered in 1992. It is located in Swallowfield, Berkshire and operates Monday to Friday between 9.15am and 12.30pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. A team of eight staff work with the children. Of these, six hold recognised early years qualifications. This includes four staff who hold level 3 qualifications, one staff member who holds a level 2 qualification and another staff member who holds a foundation degree in early years.

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