

Swaffham Preschool Playgroup

Brandon Road, Swaffham, Norfolk PE37 7EA



Inspection date	9 July 2019
Previous inspection date	11 July 2013

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The committee, manager and staff are committed to providing high-quality care and education. They systematically review the quality of the setting and continually strive for excellence. The team enthusiastically drive improvements that are extremely well focused to meet children's needs. They state their aim is to 'help children become the very best version of themselves'.
- Staff expertly use information books to support and deepen children's learning. For example, children hunt for toy sharks in the sand tray. They examine the sharks' features to find out what species they are, using a book about the ocean.
- Children consistently demonstrate high levels of engagement, concentration and motivation. They are busy and eager to join in with activities and games.
- Children are kind and empathetic. They develop friendships with each other and have gentle, affectionate interactions with the setting's dog, Barney.
- The manager meticulously monitors children's development to ensure progress is rapid and sustained. She uses this information in a highly effective manner to identify staff training needs, additional resources and enhance the experiences children have to help them achieve.
- The team use peer observations highly effectively to identify specific areas of teaching to develop and sharply focus supervision, support and training.
- Parents speak about the setting and staff in glowing terms. They comment on how well their children settle in and the variety of wonderful, inspirational activities they access. Parents report feeling well informed and work as a team with staff to support children.
- Children develop strong independence and self-care skills. They serve themselves breakfast, pour drinks and remember to wash their hands after stroking animals.

What the setting needs to do to improve further

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

- develop the already excellent partnerships with parents to extend and enhance children's learning even further.

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 number of discussions with the manager and committee members. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation and evaluation of an activity with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have a robust knowledge of child protection and an excellent understanding of how to keep children safe from harm. The manager makes it a priority to ensure that staff's safeguarding knowledge, including relevant training, is updated regularly. The setting is highly organised and exceptionally committed to the professional development of its staff. For instance, many staff continue their professional development to degree level. The team are exploring further ways to engage parents in children's learning and enhance children's experiences. Committee members have a very secure understanding of their roles and responsibilities. They attend training, such as safeguarding training, to support their work. The committee regularly review and support the work of the setting and manager.

Quality of teaching, learning and assessment is outstanding

Staff demonstrate consistently high-quality teaching skills. They use their precise observations and assessments of children's learning to plan meaningful activities in all areas of learning. Staff have high expectations for what each child can achieve and use their superb knowledge to provide additional challenges and tailored support. They provide an exciting, stimulating environment and encourage children to direct their own play. For example, children delight in using small mallets to tap golf tees in to floristry foam. They play imaginatively, making peg 'families' and work out ways to retrieve the pegs once hammered in. Staff weave a love of books in to daily routines. For example, children tell the story of a bear hunt as a group, using actions. They excitedly recall the dramatic and suspenseful parts.

Personal development, behaviour and welfare are outstanding

Children behave extremely well and are considerate. For example, children help each other to put on school jumpers in the role-play area. They readily tidy away toys and equipment. Children feel highly secure and seek staff out for comfort, reassurance and to share their successes. Staff encourage children to share and express feelings. Children delight in climbing a ladder to ring a bell. They develop confidence and learn how to manage risks safely. Older children tell staff, 'I don't need help, I can do it!' Children thank staff for help and queue up to take turns, without prompting. Staff teach children to think critically to solve problems. They ask open-ended questions, model different approaches and encourage children to think of other ways to achieve their goals. Children develop complex thinking skills and persevere with difficult tasks.

Outcomes for children are outstanding

All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make excellent and rapid progress from their starting points. Children immerse themselves in activities for long periods of time and demonstrate confidence in trying new things and exploring unfamiliar concepts. They exhibit curiosity and eagerness to experiment with materials, such as water, sand and soil. For instance, they build a rocket that is stable and large enough to sit in using construction materials. Children seek out ways to extend their own learning and identify the resources they want to add to their play.

Setting details

Unique reference number	EY449937
Local authority	Norfolk
Inspection number	10113062
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	49
Name of registered person	Swaffham Pre School Playgroup Committee
Registered person unique reference number	RP906606
Date of previous inspection	11 July 2013
Telephone number	01760 721114

Swaffham Preschool Playgroup registered in 2012 and is managed by a voluntary committee. The setting employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, two hold qualifications at level 5 and the manager holds a level 6 qualification. The setting opens Monday to Friday from 8.15am until 3.45pm during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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