

# Inspection of Little Swans Pre-School

School Bungalow, Dawlish EX7 9RA

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Inspection date: 11 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy the time they spend in this vibrant, stimulating and wholly inclusive pre-school. They have fun as they eagerly participate in a range of exciting and interesting activities that are tailored to meet their individual needs, interests and learning styles. For example, younger children use their mathematical knowledge when filling containers with water, stating if they are full or empty, big or small. Older children use nails and hammers to put wooden shapes together, making pictures and patterns. Children are happy when they arrive. They greet their friends and staff and then settle quickly to their chosen activity. Children develop excellent independence skills for their age. They take themselves to the toilet, wash their hands thoroughly and put on aprons, coats and boots by themselves.

Children readily demonstrate positive behaviours, such as patiently taking turns to speak and listening carefully to their friends, without prompting. They are very kind and helpful. Children are encouraged to learn through what interests them. They have frequent opportunities throughout the day to play outdoors and extend their physical skills. Younger children learn to manage their own risks as they use a wobbly bridge and a slide. Older children work together to make dens. Children's literacy skills are promoted well, and staff are quick to respond to children's interest in letters and the sounds they represent. Younger children eagerly join in with singing and action songs. Older children recognise the initial letter in their name and are beginning to use a variety of resources to practise writing. Children are well prepared for school, both emotionally and developmentally.

## **What does the early years setting do well and what does it need to do better?**

- Staff have high expectations for each child, including those in need of additional support and those for whom the setting receives extra funding. Staff provide activities based on children's next steps, ensuring they cover all areas of the curriculum. They record children's learning and share progress with parents regularly.
- Children behave exceptionally well. They learn to share and take turns. Staff sensitively incorporate feelings and respect for others into children's play. They continually remind children to use their manners and to consider the needs of others.
- Additional funding is used well to support children's development. As a result, all children make good progress from their starting points. This includes children in receipt of funded early education, those who speak English as an additional language and children with special educational needs and/or disabilities (SEND).
- Children's communication and language skills are given high priority. Staff work closely with other professionals, including speech and language therapists. They

engage children in conversation and encourage them to repeat sounds and words. Staff ask children open-ended questions and provide them with time to respond. They are interested in what children have to say and are respectful of children's suggestions and ideas.

- Staff support children who speak English as an additional language and children with SEND effectively. Children learn to use simple sign language as a visual means of communication. They explore different cultural backgrounds and learn about the world around them.
- Partnership working with parents is strong. Staff work closely with parents to build relationships that will benefit the children. Parents are fully involved in their children's learning. They are extremely happy with the service provided. They say that it is the 'best pre-school', that staff are 'fantastic' and that children 'love to attend'.
- Staff work well as a team and are supportive of each other. The managers use effective strategies, such as regular supervision meetings, to promote the positive well-being of staff. However, they have not used these to provide staff with specific support to raise the quality of teaching to a consistently high level. There is a good induction process in place that helps staff to understand their roles and responsibilities.
- The managers, staff and parents regularly share their views on ways to develop the pre-school. There are clear plans in place to make improvements. For example, there are plans to continue the development of the garden to further support children's curiosity and physical development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They know how to seek help to protect children. The managers know how to report concerns, including contact with relevant agencies as appropriate. The managers follow effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so. Staff and the managers keep accurate records and documentation. All staff attend regular safeguarding training to ensure that everyone is aware of their responsibilities to keep children safe and secure.

## **What does the setting need to do to improve?**

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

- develop support for staff to raise teaching to a consistently high level.

## Setting details

<b>Unique reference number</b>	EY550386
<b>Local authority</b>	Devon
<b>Inspection number</b>	10133798
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Little Swans Pre-School Dawlish CIO
<b>Registered person unique reference number</b>	RP550385
<b>Telephone number</b>	01626 888709
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Swans Pre-School opened in 2010 and re-registered in 2017, operating from the grounds of Westcliffe School in Dawlish, Devon. It offers care from Monday to Friday, 9am to 3.30pm, term time only. There are 11 members of staff employed to work directly with the children, seven of whom hold a relevant level 3 qualification and two hold a qualification at level 2. There is also an administrator employed who supports the setting. The pre-school receives funding for the provision of free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Katherine Lamb

## Inspection activities

- The inspector observed interactions between staff and children inside and outside.
- The inspector carried out a learning walk and a joint observation with the managers to discuss how they support children's learning.
- The inspector sampled documentation including policies, suitability checks and children's records.
- The inspector spoke with staff and the managers at appropriate times during the inspection.
- The inspector spoke with some parents to gain their views.

We carried out this inspection 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.

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