

Inspection of Little Swans

Swans Nest, Swanton Morley Village Hall, Manns Lane, Swanton Morley, Dereham,
Norfolk NR20 4NP

Inspection date: 17 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly at this friendly pre-school. They separate from their parents with ease and busy themselves with activities of their choosing. Children dress up as builders and pretend to 'mend' furniture with toy hammers and saws. They make 'breakfast' in the play kitchen. Children share ideas about which foods to put in the oven.

Children are motivated learners. They show confidence in finding their favourite toys. For example, they locate boxes of construction bricks and become engrossed in building their own train carriages. Young children scan bookshelves for best-loved books. They snuggle on sofas and look at each page carefully.

Children have close, trusting relationships with staff. Young children cuddle next to staff to listen to music. Older children involve staff in their play. For example, children invite staff to join in with their imaginary games. Children confidently talk to the inspector, showing that they feel safe in the pre-school. Staff show respect and consideration when taking care of children's personal care routines. When changing nappies, staff talk to children to let them know what is happening and expertly distract them with peekaboo games. This has a positive impact on children's confidence and emotional well-being.

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

- Staff provide a language-rich environment. They consistently engage children in meaningful conversations as they play. Staff ask a range of questions and allow children time to think and respond. They narrate children's play and introduce new words to broaden children's growing vocabulary. For example, staff describe play dough as 'crumbly' and 'smooth'.
- Children are kind and friendly. They greet each other with smiles and spontaneously sing a 'goodbye' song when their friends leave to go home. Older children show patience with toddlers. For example, they gently explain how to use touch screen computers. Children invite each other to play and say, 'Here's a chair for you.' Children show an awareness of routines. They sit nicely at the table during snack time and help to put toys away at tidy-up time.
- Children are supported to develop their fine motor skills. This helps to strengthen their muscles in readiness for writing. Children use rolling pins and cutters to manipulate play dough into a scarecrow. Staff capture children's interest by modelling how to squeeze and poke the play dough. Children are keen to draw pictures to take home. Staff support young children to draw around their hands. They successfully entice children to extend their drawings by showing them how to add more detail.
- Children with special educational needs and/or disabilities are supported well.

Detailed 'play plans' are put in place and shared with parents. The special educational needs coordinator supports staff to deliver timely interventions. As a result, children make good progress from their starting points.

- Children are encouraged to have their own opinions. For example, the pre-school has developed a 'children's committee'. Recently, children voted on how to spend fundraising money. This helps children to feel valued.
- Parents have high regard for the pre-school. They report that staff are 'fantastic' and their children are making good progress. Parents say they feel incredibly lucky that their child attends this pre-school. They appreciate how well the setting keeps them informed.
- Staff feel fully supported in their roles and their morale is high. The manager empowers staff to continually improve their skills and knowledge through training. New online training systems have recently had a positive effect on sharpening staff's skills.
- Children show some independence during snack times. However, occasionally, staff do not support children's independence as well as possible. For example, they step in too quickly to help children with coats and fastenings.
- Staff encourage children to wash their hands with soap. However, hygiene practices are not consistent. For example, staff do not always encourage children to cough into their hands to avoid spreading germs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to keep children safe. They know what to do if they are worried about a child's welfare and they understand their responsibilities to report concerns immediately. Staff know how to identify and report concerns regarding the behaviour of an adult. They show an awareness of wider safeguarding concerns, such as county lines and witchcraft. Staff work collaboratively with other professionals to ensure relevant information is passed on to ensure the best outcomes for children. Leaders have sound recruitment and induction procedures in place to help ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- provide children with further opportunities to allow them to be even more independent
- ensure hygiene practices are consistently promoted throughout the setting.

Setting details

Unique reference number	EY293252
Local authority	Norfolk
Inspection number	10234866
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	31
Name of registered person	Little Swans (Norfolk)
Registered person unique reference number	RP524971
Telephone number	01362638103
Date of previous inspection	17 January 2017

Information about this early years setting

Little Swans registered in 2004. The pre-school employs five members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 and two at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documents on request.

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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