

# Inspection of Swanwick Pre-School

PENTRICH ROAD SWANWICK, ALFRETON, DERBYSHIRE DE55 1BN

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Inspection date: 30 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have high levels of confidence. They are curious about visitors to the pre-school and excitedly approach and tell them about the activities they are interested in. Children use their imagination well. They put on construction hats and high-visibility jackets. Children offer staff a construction hat, explaining that it is for safety and to protect their heads. They use clipboards and proudly show staff their attempts at writing their names.

Staff help children to learn about life cycles. Children gather around and look in awe at tadpoles inside a glass tank. Children know how the tadpoles will change and say, 'They will grow arms and legs and turn into frogs.' Staff provide children with books to further support their understanding of this process.

Children have close relationships with staff. They feel safe and secure to explore the activities that staff have planned for them. Children develop good physical skills as they eagerly take part in music and movement sessions. They follow the instructions from staff as they pretend to slither like snakes on the floor. Children use their whole bodies as they reach up high, bend down low and dance to a song about going to the supermarket.

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

- Staff have a clear intent for what they want children to learn, which is effectively shared across the team. Staff use their detailed knowledge about children to plan activities that appeal to their interests. This is supported by intentional interactions provided by staff to further promote children's learning.
- Parents speak affectionately about staff. They say they are amazing and a breath of fresh air. They feel well informed about their children's progress and their activities during the day. Parents are extremely happy with the positive relationships developed between staff and children and say that the staff are like family.
- Staff explain to children the rules of the pre-school and offer gentle reminders throughout the day. Children know the expectations well, and their behaviour is very good. For example, when staff play classical music, the children know what this means and eagerly help to tidy up.
- Children learn about oral health. They listen intently as staff read a story about an alligator's big scary teeth. Staff extend and check children's understanding of how to care for their own teeth. Children eagerly say that they clean their teeth before bed and in the morning.
- Staff work with local schools to support children's transitions. Children are introduced to new teachers in a familiar environment. Staff arrange for teaching staff to visit the pre-school, and they go with children on visits to the school.

However, when children attend other early years settings, partnership working to promote continuity in children's care and learning is less effective.

- Good hygiene practices are in place. Children are familiar with the handwashing routines implemented by staff. Children confidently wash their hands before eating and after using the toilet. Staff explain the importance of handwashing to keep children safe and healthy.
- Children have nutritious snacks provided by staff. Parents are encouraged to provide healthy packed lunches. Staff encourage children to stay hydrated. For example, they act as good role models by regularly drinking their own water.
- Staff support children's emotional development well. For instance, they sensitively talk to children about different feelings and emotions. Children learn that it is acceptable to feel happy, sad or angry and that everyone at different times has these feelings.
- The manager and staff work effectively together to meet the needs of children. The team identify a supervisor for each day who takes responsibility for planning and leading group activities for that day. Staff find this beneficial and say it helps them to share good practice and gain new ideas. Staff are happy and feel supported by the manager and colleagues to help them carry out their jobs effectively.

## Safeguarding

The arrangements for safeguarding are effective.

Staff maintain a safe and secure environment. They are vigilant and ensure that the premises and outside gates are locked after children have arrived. Staff undertake risk assessments of the indoor and outdoor areas. For example, they ensure that outdoor equipment, such as the slide, is dry before use to minimise the risks of slipping. Staff confidently know the signs and symptoms of abuse and the procedures for reporting concerns about the welfare of a child. Staff know how to identify and escalate concerns related to staff behaviour and conduct. All staff undertake safeguarding training and receive regular updates to ensure that their knowledge remains current.

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

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

- improve partnership working with other settings that children attend to further develop a shared approach to children's care and learning.

## Setting details

<b>Unique reference number</b>	206885
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10276158
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Swanwick Pre School
<b>Registered person unique reference number</b>	RP910232
<b>Telephone number</b>	01773 607 885
<b>Date of previous inspection</b>	4 July 2017

## Information about this early years setting

Swanwick Pre-School registered in 1969 and is located in Alfreton, Derbyshire. The pre-school employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am to 3.40pm. The pre-school receives early education funding for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mel Walker

## Inspection activities

- This was the first routine inspection the pre-school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to three parents during the inspection and took account of their views.
- The inspector carried out joint observations of an activity with the special educational needs coordinator.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

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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