

Inspection of Swanton Abbott Pre-School

Swanton Abbott School, Youngmans Lane, Swanton Abbott, Norwich NR10 5DZ

Inspection date: 12 June 2023

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 are eager to learn in this warm and nurturing pre-school. Staff have developed close relationships with children and help them to feel safe and secure. Children understand behaviour expectations in the pre-school. They use manners when speaking and are kind and considerate to their peers. Children quickly help to tidy up their toys and learn to take turns with their resources. They benefit from real-life learning experiences such as looking after the pre-school's chickens. Children learn about life cycles as they watch the chicks hatch and care for them and then help staff to make a chicken pen in the garden. This enables children to actively learn about nature and gain hands-on experience of caring for living things.

Staff support children to develop a love for reading. Children sit alongside staff as they enthusiastically pretend to have binoculars on to try and identify the different animals in their story. This helps children to develop their early literacy skills. Children become increasingly independent. They confidently pour their own drinks, wash their hands and learn how to express their feelings and emotions. This ensures they are provided with the skills that enable them to be ready for the next steps of their education.

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

- The manager and staff team are passionate about providing children with the best start to their early education. They gain detailed information from parents when children start, to build on what children already know and can do. Staff know their key children well and their next steps in learning. They complete termly reports that they discuss with parents, and share ideas of how parents can support children at home.
- Staff understand the importance of supporting children's communication and language skills. They model the correct pronunciation of words and repeat sentences back to children. Staff engage in meaningful conversations throughout play and give children time to think and respond to questions asked. As a result, children have time to process and express their ideas and thoughts.
- Staff teach children about the importance of leading a healthy lifestyle. They enjoy playing outside each day to develop their physical skills. Children learn about good oral health and take turns bringing the pre-school teddy 'Timmy teeth' home each week. They take him on adventures to the dentist and discuss how they can keep their teeth healthy and clean. Children help to prepare nutritious foods for snack and enjoy cutting up their food independently. However, at times, there are inconsistent messages about healthy eating. Staff do not always share enough information with parents to help them understand about the pre-school's policy on healthy eating.

- Partnerships with parents are strong. Staff ensure that they communicate regularly with them and keep them up to date about what their children are learning. Parents comment that their children make 'astounding' progress and develop the skills that enable them to be ready to move on to school. They discuss how staff are friendly and welcoming, and quickly put strategies into place when their children need additional support.
- The manager and staff work effectively with parents and other professionals to ensure the support for children with special educational needs and/or disabilities (SEND) is strong. Staff use additional funding, such as early years pupil premium funding, to support children's individual needs and enhance their learning experiences. Therefore, all children make great progress from their starting points.
- The manager supports staff well. They have regular supervision meetings and have opportunities to attend training courses to develop their professional development. Staff use the knowledge gained to plan stimulating activities for children. However, at times, staff do not always use their teaching skills effectively to quickly identify how they can extend children's learning. For instance, children eagerly fill up plant pots to grow their own tomato plants but staff do not use the opportunity to teach them the knowledge of counting, weight and quantity. This does not consistently promote children's understanding of mathematical concepts.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent understanding of their safeguarding responsibilities and how to keep children safe. They are aware of signs that might indicate a child is at risk of harm, including children who may be at risk of radicalisation or extremist views. The manager and staff understand the steps to follow should an allegation be made against another colleague. They all complete safeguarding and child protection training and are familiar with the pre-school's policies and procedures. The manager completes daily risk assessments of the environment to ensure the pre-school is safe for children to play and explore.

What does the setting need to do to improve?

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

- consider ways to further develop information sharing with parents to provide clear and consistent message about healthy eating habits for children
- enhance professional development opportunities to focus more precisely on building staff's teaching skills to a higher level, particularly in supporting children's mathematical development.

Setting details

Unique reference number	EY370040
Local authority	Norfolk
Inspection number	10289209
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	11
Name of registered person	Swanton Abbott Pre-School Committee
Registered person unique reference number	RP527931
Telephone number	01692 538 987
Date of previous inspection	16 November 2017

Information about this early years setting

Swanton Abbott Pre-School registered in 2008. It employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 9am until 3pm during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Redmond

Inspection activities

- This was the first routine inspection that the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation.
- The manager and the inspector completed a learning walk together of the pre-school and discussed how they implement the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 a sample of relevant documentation, including staff's Disclosure and Barring Service checks, paediatric first-aid and safeguarding training.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during a group activity.

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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