

# Inspection of Swallows Nest Pre-School

St George's Church Community Hall, Eastbrook Road, Lincoln, Lincolnshire LN6 7EP

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Inspection date: 20 July 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 are eager to arrive and sometimes forget to say goodbye or give parents a cuddle before they leave them. Children are keen to talk to staff, enjoying the back-and-forth conversations with them about their interests. Children who speak English as an additional language are supported well with their language development. For example, staff learn keywords in their home language to communicate with children and help them to speak English. Children are supported to build on their knowledge, based on their interests. For example, when they show an interest in the Red Arrows aeroplanes, staff show them pictures in books and help them to understand the different parts on the aeroplanes. Children learn that the badge on the wing of the aeroplane means it is part of the Royal Air Force.

Staff help children to learn how to behave positively. For example, when children join their peers to play with spaghetti, staff ask them to share. Children kindly grab handfuls of spaghetti to pass to their peers. Children are provided with opportunities to learn how they can keep themselves safe. For example, staff practise fire drills with children, alerting them to a pretend fire with the sound of a whistle. Children say that when they hear the whistle they need to go outside. This shows their understanding of the procedure to follow in the event of a fire.

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

- Staff provide opportunities for children to be independent, helping them to learn skills for the future. For example, when children arrive, they are asked to put their snack in a tray, place their lunch box on a trolley and to hang up their coats. At snack time, children pour their own drinks.
- The manager and staff focus the curriculum on following children's interests and supporting their communication and language skills. If children have delayed speech, staff work in partnership with parents and other professionals to introduce new words for children to learn. This helps to close gaps in their speaking skills.
- The manager and staff promote children's emotional well-being well. For example, before children attend the pre-school, the manager and staff visit children in their homes. This helps them to build relationships and trust with children and their families. The manager invites teachers into the pre-school to see children before they attend the school. This helps children to become familiar with the person who will be caring for them.
- Information about children's learning and personal characteristics is shared with teachers to help promote consistency in their learning when they start school. However, this partnership working is not as effective with all other early years settings children also attend. Staff do not gather or share information about children's learning with all other nurseries they also attend. This means staff do

not promote consistency in some children's learning.

- Staff say that they feel supported with their well-being. They attend supervision meetings with the manager to help reflect on their practice. Staff extend their professional development. For example, they complete training courses to help them implement a curriculum that includes following children's interests to promote their development.
- The manager spends the additional funding that some children receive to support their individual needs. For example, she purchases toothbrushes and toothpaste to encourage children's oral hygiene at home. Staff provide children with opportunities to try different fruits to encourage them to extend their diet to promote healthy eating.
- Staff have rules and boundaries in place to help children to understand what is expected of them. For example, they give children gentle reminders to walk indoors and give children a thumbs up when they show this.
- Staff plan group activities for children to take part in, such as to sing and copy when staff do actions to songs. However, sometimes staff do not recognise the quieter children who do not engage during these times. They do not always support them to get the most from the learning experiences offered.
- Parents comment positively about their children's experiences. They appreciate the home visits they receive before their children start attending. They like the booklets they receive, showing the pre-school environment, that they share with their children. Parents explain how this helps their children to settle quickly.

## Safeguarding

The arrangements for safeguarding are effective.

Staff carry out safety checks in the environment. This helps them to provide a safe place for children to play. They supervise children well when they move around the pre-school. For example, when children move from indoors to the garden, staff ask them to walk in pairs and staff stand at the front and back. This helps to promote their safety when they walk around the car park. The manager and staff understand how to identify the signs of abuse. This includes if children are being exposed to radicalisation. The manager and staff know where to report concerns about children's welfare and safety.

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

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

- develop partnerships with all other early years settings children also attend to help promote consistency in their development
- help staff to identify when quieter children need support to join in planned activities so they get the most from the learning being offered.

## Setting details

<b>Unique reference number</b>	253511
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10288838
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Swallows Nest Pre-School Committee
<b>Registered person unique reference number</b>	RP904715
<b>Telephone number</b>	07808021505
<b>Date of previous inspection</b>	2 November 2017

## Information about this early years setting

Swallows Nest Pre-School registered in 1993 and is situated in Lincoln, Lincolnshire. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualifications at level 2, three at level 3 and one at level 6. The pre-school opens on Monday, Tuesday, Thursday and Friday during school term times. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager, deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views on the pre-school with the inspector.

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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