

# Inspection of Swallownest Pre-School

1 Horsa Huts, Rotherham Road, Swallownest, Sheffield, South Yorkshire S26 4UR

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Inspection date: 20 March 2024

<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 receive a warm welcome when they arrive in the morning. They separate from their parents readily as they are keen to go and explore the activities set out for them. There is a calm and purposeful atmosphere as staff join children in their play. There is plenty of choice for children, as staff plan activities based on their knowledge of children's interests. Children use books to help them to identify different dinosaurs. They easily access art and craft activities. This allows children to develop their imaginations as they create their own pictures and models. Children confidently count the number of legs on different insects, then point to the corresponding number on a display. They become deeply engaged in their learning. Children's enthusiasm as they hunt for different minibeasts under logs is wonderful.

There is an effective key-person system. This helps children to form strong attachments with a specific member of staff. It also strengthens communication with parents, who know who to go to if they want to discuss their children's progress. Additionally, it is highly evident that all staff know every child incredibly well. Children demonstrate they feel safe and secure with all members of staff. They invite staff to join their play and welcome cuddles and reassurance if they feel unsettled. This supports children's emotional well-being.

Children learn about their local community. They go on visits to the library and to the shops to buy ingredients for baking. Children learn about road safety, such as during visits from the local school crossing patrol officer. The pre-school also has links with the village care home, where children visit the older residents. Staff use these activities to help to enrich children's learning.

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

- Staff place a strong emphasis on helping children to become confident communicators. They understand their role in introducing children to a wealth of new vocabulary as they play. Staff skilfully encourage children to use different words to describe the texture of a worm they find outside. They help children to hear the correct pronunciation of words. Staff use conversations at mealtimes to help children to listen to each other and to take turns when talking.
- Staff support children's learning as they play. They carry out regular observations and identify what they want children to learn next. However, at times, staff do not always provide opportunities for children to develop the knowledge and skills they have identified they need. For example, children who have next steps to become more confident in socialising are not readily invited to join other children's play.
- Staff promote children's positive behaviour effectively. There is a consistent approach as they help children to understand the impact their actions may have

on others. Staff support children to resolve minor conflicts themselves.

- Staff help children to become familiar with daily routines by telling them regularly what they will be doing next. Children know when to wash their hands, and where to wait when they are ready to go outside. Children are invited to join together on the carpet for registration and song time. Staff recognise this as being an important part of the day to help to prepare children to be ready to go to school. However, children start to lose interest as these sessions are too long, especially for the youngest children.
- Children learn about healthy lifestyles. Snacks are healthy and staff provide parents with information about what to include in a nutritious packed lunch. The pre-school is part of a local initiative to promote oral health. Children also benefit from daily fresh air and exercise.
- There is a strong sense of teamwork. Staff communicate with each other effectively to make sure that they supervise children vigilantly. They report that they feel valued by the manager and the committee members. Staff welcome regular training opportunities. They meet together to decide what they want children to learn while at the pre-school. However, at times, staff place too much emphasis on teaching children how to write their names and learn the letters of the alphabet. These areas of learning are not always appropriate to children's ages and stages of development.
- Parents are delighted with the progress their children make. They receive regular updates on their children's learning, via an app and when they come to collect their children at the end of each session. Parents, including parents of children with special educational needs and/or disabilities, value the support which staff give to them, including signposting to other services in the community. They praise staff highly for all that they do to provide a fully inclusive service.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen teaching further to ensure that staff consistently support children's next steps in learning as they engage in independent play choices
- develop group times to promote children's purposeful learning by ensuring that activities are of an appropriate length to maintain children's engagement
- provide further professional development for staff to develop their understanding of the foundations children need to support their early literacy skills.

## Setting details

<b>Unique reference number</b>	303272
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10312217
<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>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Swallownest Pre-School Committee
<b>Registered person unique reference number</b>	RP903066
<b>Telephone number</b>	01142 876823
<b>Date of previous inspection</b>	24 April 2018

## Information about this early years setting

Swallownest Pre-School registered in 1970 and is located in Sheffield. The pre-school employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 2 or above, including one member of staff who holds qualified teacher status, and one member of staff is unqualified. The pre-school is open Monday to Friday, from 8am to 3.15pm, during term time. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Batchelor

## 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 pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during circle time.
- Parents shared their views of the setting with the inspector.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector spoke with the nominated individual about the leadership and management of 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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