

Inspection of Swann Lane Pre-School

United Reformed Church, 65 Swann Lane, Cheadle Hulme, Cheshire SK8 7HU

Inspection date: 16 July 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Staff have created a home-from-home environment, where children feel safe. Children beam with delight as they arrive each morning. They cannot contain their excitement to greet their friends. Staff know children very well. They plan a curriculum that promotes children's individuality and creativity. For example, children enjoy painting and dancing. Staff introduce children to rhymes from a young age. They speak clearly to children and support their growing vocabulary well. Children demonstrate excellent communication skills.

Staff help children to understand the significance of being kind, respectful and considerate towards others. Children learn the importance of developing friendships. They demonstrate good turn-taking skills and listen to the opinions of others. For example, children participated in voting for their favourite toys. This helped children to develop an early awareness of democracy.

Children benefit from a wide range of exciting experiences. Staff focus on supporting children's personal development. For instance, children are fascinated while having a visit from a reptile expert. They get to hold different animals and learn about their habitats. Children develop a good awareness of the wider world. They gain the necessary skills in readiness for their eventual move on to school.

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

- The setting has effective systems in place for self-evaluation. It reflects on ways to improve the quality of early education. For instance, new plans are in place to redevelop the outdoor space into a woodland area. Staff have completed training to support them in making these changes. This has developed their understanding of how to help children learn about nature.
- The setting provides children with an ambitious curriculum that builds on what children already know and can do. Children relish taking part in an array of activities. For example, younger children enjoy exploring their senses while making 'magical potions' from leaves and flowers. Older children giggle with delight while enacting the roles of police officers. However, some group-time activities are not implemented consistently well. For example, occasionally, some children lose engagement in their learning when group-times last too long.
- The setting supports children's communication and language skills incredibly well. Staff have attended training that helps them to identify children who may need additional support with their speaking skills. Staff expertly ask children questions during their play and listen to them with interest. Children are confident communicators who use a wide range of vocabulary.
- The setting supports children with special educational needs and/or disabilities (SEND) exceptionally well. Early intervention and external support help to

narrow gaps in learning. Children with SEND flourish at this nurturing setting.

- The setting gives staff's well-being high priority. It ensures that staff are supported in their roles. Staff workload is manageable and their morale is high. A strong sense of teamwork pervades the setting.
- The setting supports children who receive additional funding well. They use funding to provide opportunities to children that they might not experience. For instance, children take part in football and yoga sessions. Children relish these rich learning experiences. They develop excellent physical dexterity and show a can-do attitude to new learning experiences.
- The support in place for children who speak English as an additional language is excellent. The setting ensures that staff are aware of children's home languages and use this during their play. Staff teach children new words and model speech with accuracy. Children gain a good command of English.
- The setting supports children to gain a good understanding of their local community. Children enjoy trips to the local supermarket, park and train station. Children are proud of where they live. A strong sense of community cohesion runs throughout this vibrant setting.
- The setting inspires children's love of reading. It carefully chooses books that captures children's interests and imaginations. Children enjoy visiting the local library and take books home to share with their families. They cuddle up to one another while looking at books and talk about their favourite stories. This puts children in good stead for developing good reading habits for the future.
- Care practices are good. Staff spend time getting to know children and their families when they first start at the setting. Children settle quickly and they have a strong sense of belonging. They behave well and know what staff expect of them. Staff are first-aid trained and they know how to deal with accidents and injuries. They are deployed well and supervise children with vigilance.

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:

- review group-time activities, to help to keep children more engaged in their learning.

Setting details

Unique reference number	EY500616
Local authority	Stockport
Inspection number	10350914
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	21
Number of children on roll	32
Name of registered person	The Marple Childcare Company Limited
Registered person unique reference number	RP902598
Telephone number	07469706237
Date of previous inspection	13 September 2018

Information about this early years setting

Swann Lane Pre-School registered in 2016 and is located in Stockport. The setting employs six members of childcare staff. Of these, five hold an early years qualification at level 3 or above. The setting opens from Monday to Friday, during term time. Sessions are from 7.45am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- This was the first routine inspection the setting 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 his evaluation of the setting.
- The inspector conducted a joint observation of an activity with the manager.
- Discussions were held with the leadership and management team.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector observed adult-led activities and children during their play.
- The inspector spoke with parents and carers during the inspection.
- The inspector spoke with staff and children at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024