

Inspection of The Swan Nursery School

Orchard Lodge, Hall Lane, Roydon, Diss, Norfolk IP22 5XL

Inspection date: 25 September 2024

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

Staff greet children warmly as they arrive. This creates an environment where children are excited to spend time with both staff and their peers. Children benefit from staff's consistent routines across the nursery. From an early age, they start to learn what is expected of them. All children demonstrate feelings of safety and security. They make good progress from their starting points, including those with special educational needs and/or disabilities (SEND).

Overall, children display good behaviour. Staff serve as positive role models, teaching children how to share toys and resources effectively. They provide strong support for children's emotional development. For example, when children are playing games chasing each other, staff intervene. They explain that some children do not like it, and they should stop when this happens. This helps children develop an understanding of different emotions and teaches them how to manage their own feelings.

Children demonstrate a positive attitude toward learning and eagerly participate in activities. Staff deliver a balanced curriculum aimed at helping children reach the next steps in their development. They support children's communication and language development well. Staff introduce new vocabulary, which builds on children's knowledge and curiosity. For example, staff introduce new words, such as 'caterpillar', as they read with children.

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

- Leaders have taken swift action to improve children's safety following a breach of welfare requirements. New headcount procedures are in place, whereby staff use registers to check all children are present when they move from the outdoor play area to indoors. To ensure all children are accounted for, final checks are also made of the outdoor area by staff. This all helps to keep children safe.
- Staff provide effective support for children's communication and language development. They identify children's needs and use different methods to support them. For example, children with SEND have picture cards and speaking buttons to help communicate their needs and wishes. Children demonstrate a love for books. They listen attentively as staff read to them and introduce relevant animal noises, which children enjoy copying.
- Access to the forest school enhances children's understanding of the world around them. Staff use this to support the curriculum effectively. Children enjoy learning about conkers and oak trees, and they sing songs together and enjoy exploring the area. Children are learning skills to help them become independent. Staff explain that the waterproofs should be on the outside of their wellies so water cannot get in. When children realise their wellies are on the

wrong feet, they patiently take the time to switch them over. They pause to acknowledge their achievement and show clear satisfaction with their success.

- Children enjoy playing with their friends outdoors. However, these areas are not always fully prepared before children begin to play. Children wait patiently for staff to add water to containers, lining up in an orderly manner. However, when staff add the water, some children skip the line unnoticed by staff. This causes those who waited patiently to wait longer without recognition.
- Lunchtime arrangements do not meet the needs of all children. The space used is not sufficient for the number of children. They sit very close to each other, leaving insufficient room for their lunch boxes. This limited table space frustrates children when their food falls on the floor and staff discard it, leaving them upset. Noise levels are high, meaning children have to get up and find a member of staff to ask for help. It can also be upsetting for children who find noisy environments overwhelming. Quieter children are not engaged with, as staff are busy tending to the needs of others.
- The nursery has a high number of children with SEND. Leaders ensure appropriate provision is in place to support these children effectively. Staff foster an inclusive environment. They are quick to engage with other professionals and create individualised plans that address each child's specific needs. Parents speak highly of the support their children receive.
- Partnerships with parents are effective. Daily feedback and online updates ensure parents are well informed about their child's development. Staff engage with parents to support learning at home. Parents say their children enjoy attending the nursery and are making good progress.

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 the organisation of lunchtime, particularly the noise levels and seating arrangements, to ensure children's needs are met at all times
- make sure that all staff consistently include quieter children more effectively during activities to enhance opportunities for their learning and development.

Setting details

Unique reference number	EY335553
Local authority	Norfolk
Inspection number	10351869
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 8
Total number of places	50
Number of children on roll	82
Name of registered person	Bowgen, Michelle Ellen
Registered person unique reference number	RP909592
Telephone number	01379 650229
Date of previous inspection	26 October 2018

Information about this early years setting

The Swan Nursery School registered in 2006. The provider employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 4.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The manager and inspector carried out a joint observation during snack time.

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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