

Inspection of Swanmore Pre-School

Church Road, Swanmore, Southampton, Hampshire SO32 2PA

Inspection date: 11 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff demonstrate that they prioritise children's well-being. They do this when they check that children are dressed in suitably warm outdoor clothing. Children safely explore the well-equipped outdoor area throughout the year and in a range of weathers. For instance, they experimented and transferred water between different-sized containers. Children monitored how water in a bucket changed as they used their hands and spades to add a mixture of mud and leaves. Older children baked pretend 'cakes' using a variety of dried foods. They described the process of baking as they shared their creations with friends.

The quality of teaching is good. Sometimes, though, staff do not make the most of interactions with children to fully engage them in learning and to further extend their knowledge. Nonetheless, older children can confidently write their names and recognise letters. They confidently held up their name labels and proudly sounded out the letters in their names.

Staff use effective strategies to show children how to share with friends. This was evident as they set a timer so that children knew when to pass favourite toys to friends. Staff show children respect and kindness. New children feel safe and they settle into the pre-school very quickly.

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

- Staff establish effective partnerships with parents and they readily share information about children's progress. Staff frequently share observations about children's learning with parents. For instance, they add new updates to the online system. Parents report that they feel happy to speak to staff about any issues as they are so welcoming.
- Staff have an accurate knowledge of children's capabilities. However, there are some inconsistencies in the way they use this information to precisely focus learning and help children make the very best progress. That being said, staff incorporate enjoyable activities into the daily routine. For instance, they supported children to design decorative Christmas wreaths. Staff encouraged young children to count out magazine pictures. Older children completed small addition and subtraction sums as they added and took away their favourite pictures. Children practised their early writing as they followed the circular shape of the wreath with coloured pens.
- Children cooperate well with each other throughout the day. They carefully wriggled around each other on the carpet area, negotiating a pathway for their construction vehicles. Children develop their vocabulary and they chat to friends sitting next to them at lunchtime.
- Children develop good spatial awareness skills. This was demonstrated well

when they completed slot puzzles and carefully turned puzzle pieces around until they fitted the matching-shaped space. Other children carefully kicked balls at targets. Children are delighted when they master new skills.

- The provider works closely with the management team to target training effectively. Staff access new learning regularly and they develop a good range of professional skills. For instance, many staff build up a broad repertoire of training on the online system. In addition, the manager attends local provider briefings. Recently, the briefing focused on how providers can prepare children for future success. The manager shared this information with her staff team.
- The provision for children with special educational needs and/or disabilities is good. The manager and staff coordinate with parents to identify effective support they can offer children. Recently, the special educational needs coordinator accessed further training. She built on her knowledge of how to introduce sensory experiences into play.
- Although staff form links with practitioners at other early years settings children attend, staff do not adopt a fully joined-up approach to sharing information about children's learning and care. In contrast, staff build a rapport with teaching staff at the local school. They engage with them about children who are due to start school in the autumn term. This is beneficial for children as staff share any concerns about how children will adapt to the school environment.

Safeguarding

The arrangements for safeguarding are effective.

The manager provides new staff with a thorough induction into the pre-school team. New staff confidently explain the setting's policies and procedures. Helpfully, more experienced staff are always available to offer less experienced colleagues additional safeguarding guidance. Safeguarding is a prominent topic at staff meetings. Staff have a high regard for the confidentiality of both families and children. They know how to share concerns appropriately with other agencies, such as the local authority safeguarding partners. Staff implement clear procedures in case of an emergency. For instance, they all carry a whistle to alert colleagues to an immediate issue, such as a lockdown.

What does the setting need to do to improve?

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

- extend the monitoring of staff practice to help raise the quality of staff interactions with children to the highest level
- strengthen links with other early years settings that children attend to fully support and complement their care and learning experiences.

Setting details

Unique reference number	EY419791
Local authority	Hampshire
Inspection number	10128740
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	2 to 4
Total number of places	26
Number of children on roll	34
Name of registered person	Swanmore Pre-School Committee
Registered person unique reference number	RP904011
Telephone number	01489893779
Date of previous inspection	17 March 2016

Information about this early years setting

Swanmore Pre-School registered in 2010. It operates from the grounds of Swanmore Primary School in Swanmore, Hampshire. The pre-school is open from 9am to 3pm, Monday to Friday, term time only. The provider employs six members of staff. Of these, the manager holds a childcare qualification at level 4, two members of staff hold childcare qualifications at level 6 and three members of staff at level 3. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector
Julie Bruce

Inspection activities

- The inspector and the manager took part in a learning walk. They discussed the way the environment is organised.
- During the morning the inspector met with parents who shared their views about the provision.
- The management team met with the inspector to discuss different aspects of leadership and management.
- The inspector spoke to staff about their knowledge of the setting's policies and procedures.
- The inspector and the manager evaluated a planned 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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