

# Swimbridge Pre School

The Old School Room, Watergate, Swimbridge, Barnstaple, Devon, EX32 0PR



<b>Inspection date</b>	14 June 2018
Previous inspection date	20 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are motivated to learn. They concentrate well and engage in activities for extended periods of time. They develop their skills effectively and are well prepared for their next stages in learning.
- Staff support children effectively to develop a positive interest in books. As part of their play, children choose their favourite books and listen intently as staff read them with great enthusiasm.
- Partnerships with parents and other providers who jointly care for children are effective. The manager and staff form close working relationships with them all, which helps to provide consistent care and learning arrangements that meet children's needs.
- The committee, management and staff have close working partnerships. They work together effectively and have made positive improvements since the last inspection. For example, they have increased mathematical learning opportunities. Children show they benefit well from these and use mathematical language in their everyday play experiences. Self-evaluation is effective.

### It is not yet outstanding because:

- Staff do not provide a range of opportunities for children to independently explore and learn about how they are similar and different to other people and communities in the world.
- Overall, children develop secure capabilities to become independent. However, staff do not build on everyday experiences consistently, such as at snack time to extend these skills as far as they could.

## What the setting needs to do to improve further

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

- increase the range of opportunities for children to independently explore different people and communities and learn how they are similar and different to others
- build on everyday experiences to extend children's independence skills even further.

### Inspection activities

- The inspector observed children playing with staff and their friends in different learning environments. The inspector accompanied staff and children on a short outing to the local stream and garden.
- The inspector spoke to children at appropriate times during the inspection and spoke to parents to gather their views. The inspector spoke to staff at appropriate times during the inspection.
- The inspector completed a joint observation with the manager and discussed how activities support children.
- The inspector held a meeting with the manager and nominated person to discuss how they support staff, organise the setting and plan for children's progress and development.
- The inspector sampled a range of documents, including children's records, policies and suitability checks.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff confidently identify potential behaviour that may give them cause for concern about children's welfare and safety. They complete ongoing refresher courses that help to keep their knowledge of child protection up to date, so they can report any concerns quickly. The management follows secure procedures to recruit new staff safely. For example, they ensure all staff undergo appropriate checks to ensure their suitability. The management supports staff's individual practice effectively. Staff receive ongoing reviews of their skills and share good practice with others to help maintain a consistent standard of teaching. Staff keep their knowledge and skills up to date well and use this to support children. For example, introducing music into children's play and learning to consolidate children's skills.

### Quality of teaching, learning and assessment is good

Staff know the children in their care very well. They provide children with tailored activities that they find interesting, and which also help to develop their skills. For example, younger children play with coloured pens and make marks as they practise very early hand writing. Children benefit particularly well from opportunities to practise their literacy skills. For instance, older children sound out letters. The manager monitors children's progress well. She and staff complete ongoing observations and assess their development to help ensure they identify and support any gaps in their development.

### Personal development, behaviour and welfare are good

Children show they feel safe and secure in the setting. They confidently explore and investigate their surroundings and make independent play choices. Boys particularly like outdoor play and experiment with water. Children enjoy regular praise and encouragement from staff which motivates them further and builds good self-esteem. The manager and staff are excellent role models. They consistently interact with sensitivity and kindness to both children and staff. They model good teamwork skills, such as to work out how to use a new camera. Children are confident communicators and develop successful language skills. They benefit from small-group opportunities, such as during snack time and learn to express their ideas and speak about their interests.

### Outcomes for children are good

Children make good progress in relation to their starting points. They develop strong physical skills. For example, they are active and energetic as they run and play in the stream garden. They also exercise their small-muscles well, such as during messy play to use their hands to mix flour and water. As they play, children build good hand-to-eye coordination, which is essential for early writing. Children are curious and enjoy experiences across all areas of learning. Staff prepare them well for their eventual move to school.

## Setting details

<b>Unique reference number</b>	106381
<b>Local authority</b>	Devon
<b>Inspection number</b>	1088986
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Swimbridge Pre-School Committee
<b>Registered person unique reference number</b>	RP517766
<b>Date of previous inspection</b>	20 May 2015
<b>Telephone number</b>	01271 830357

Swimbridge Pre School registered in 1993. The setting operates from 9am until midday Monday to Friday, term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. There are three members of staff who work with children, all of whom have appropriate childcare qualifications at level 3. The manager holds qualified teacher status.

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