

# The Swan Nursery School

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



<b>Inspection date</b>	26 October 2018
Previous inspection date	3 November 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 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

### The provision is good

- Children enjoy their time at this welcoming nursery. They have many opportunities to play outside, learn about nature and explore the world around them.
- Partnerships with parents are excellent. Staff share regular and detailed reports about children's progress. They offer lots of ideas to help parents continue their children's learning at home.
- Staff quickly identify gaps in children's development. They use this information to plan focused next steps in children's learning to help these gaps to close. Children make good progress in their learning and are well prepared for starting school.
- The key-person system supports children's well-being and helps them to settle in quickly when they first start at the nursery.
- Staff work well together and take responsibility for planning and delivering activities that cover many aspects of learning.
- Children who have special educational needs (SEN) and/or disabilities are supported extremely well by staff. Staff work closely with other professionals to ensure that children and their families benefit from a joined-up approach to their care and education.

### It is not yet outstanding because:

- The supervision arrangements for staff do not focus on how to extend teaching skills to the highest level.
- At times, staff over direct activities. For instance, they sometimes give too many instructions and do not allow enough time for children to follow their own interests.

## What the setting needs to do to improve further

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

- enhance the arrangements for staff supervision, to help staff identify how to improve their teaching skills to the very highest level
- extend the opportunities for children to contribute their own ideas and follow their own interests.

### Inspection activities

- The inspector observed activities indoors and outside and assessed the impact of these on children's learning and personal development.
- The inspector carried out a joint observation with the deputy manager and discussed the quality of teaching.
- The inspector reviewed a range of documentation, such as evidence of the suitability of staff and the policies and procedures for safeguarding children.
- The inspector held meetings with the provider, deputy manager and the special educational needs coordinator.
- The inspector talked to a number of parents to obtain their views on the nursery.

**Inspector**  
Helen Hyett

## Inspection findings

### Effectiveness of leadership and management is good

The provider works well with the management team to provide effective leadership. Most staff are well qualified and have good opportunities for further training to keep their knowledge up to date. For instance, after attending training about outdoor learning, staff feel more confident to support children in their outdoor play. The provider has a good overview of the quality of the nursery. She plans improvements to benefit children and their families. For example, the provider has developed a 'nurture hut' where staff can provide additional support for small groups of children to boost their self-confidence and well-being. The management use its tracking of children's progress well to identify children who may benefit from additional support. Safeguarding is effective. The provider carries out thorough checks to confirm the suitability of staff for their roles.

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

Children enjoy a range of interesting activities. Many children choose to play in the fresh air in the large outside spaces. For instance, children work together to roll balls down a ramp and show excitement as they collect them in a bucket at the end. They often choose to play on the many ride-on toys with their friends and turn this into an imaginative game where they stop for 'petrol' and to 'pay for ice creams'. Staff offer children lots of opportunities to develop their early reading skills. They are exposed to a range of stories which they listen to and join in with. Staff creatively extend children's interest in books, for example, as they help them to create their own washing line of paper 'pants' after reading a story about aliens and their underpants. Older children learn to match colours, copy a pattern and have a go at writing the letters in their name.

### Personal development, behaviour and welfare are good

Staff help children to follow rules and remind them of the expectations for behaviour. There are many opportunities for children to exercise. For instance, they regularly take part in music and movement sessions, where they learn to move their bodies in different ways to favourite songs. Staff join in with this enthusiastically and children show good levels of personal well-being, for instance, as they happily move to the music. Parents are extremely happy with the quality of the nursery. They particularly appreciate the free-flow access children have to the outside and they say their children really enjoy the 'forest school' sessions in the wooden area of the nursery. Staff work well with staff at other settings to ensure that children benefit from a continuity of care.

### Outcomes for children are good

Children make good progress from their starting points. They learn to communicate and express their wants and needs. Children play alongside each other and quickly develop friendships. Younger children settle well and show warm attachments to staff. Older children show a good understanding of number and are starting to recognise letters. They join in enthusiastically with songs, for example, as they pretend to be little crocodiles who 'snap, snap, snap'. Children who have SEN and/or disabilities make excellent progress from their starting points. There is a sharp focus on helping these children to achieve the specific next steps in their development and prepare them for moving on to school.

## Setting details

<b>Unique reference number</b>	EY335553
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10065004
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Bowgen, Michelle Ellen
<b>Registered person unique reference number</b>	RP909592
<b>Date of previous inspection</b>	3 November 2015
<b>Telephone number</b>	01379 650229

The Swan Nursery School registered in 2006. The provider employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one member of staff with qualified teacher status. The nursery opens from Monday to Friday, for 48 weeks of the year. Sessions are from 8am until 4.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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