

# Cygnets Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY350208
<b>Inspection date</b>	26 March 2008
<b>Inspector</b>	Kristin Hatherly
<b>Setting Address</b>	The Well, Nest Farm Crescent, Hemmingwell, Wellingborough, Northants, NN8 4TQ
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<b>Registered person</b>	The New Life Church, The Hope Project
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Cygnet Pre-School opened in 2003. It is run by the Hope Project, which supports children and their families in the local area. The pre-school operates from The Well on the Hemmingwell Estate in Wellingborough.

A maximum of 30 children may attend the pre-school at any one time. The nursery is open from 09:15 to 11:45 and from 13:00 to 15:15 when numbers allow, during school term times. There are currently 24 children on roll. Of these 15 children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and children for whom English is an additional language.

The pre-school employs four staff and one volunteer. All staff either hold an appropriate early years qualification or are working towards a qualification. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority advisory team.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is well promoted as staff adhere to consistent hygiene routines and take positive steps to ensure that children learn about their own personal hygiene, as they are encouraged to wash their hands at appropriate times such as before snacks and after going to the toilet. There are clear nappy changing procedures using the Northamptonshire County Council guidelines. This sustains the level of hygiene and helps to prevent the spread of infection. Children's welfare is safeguarded because all staff have up-to-date first aid knowledge in the event of any accidents and appropriate procedures are in place if children are unwell.

Children learn about healthy living as they choose and enjoy a range of nutritious snacks which include fruit, cheese, sandwiches and raw vegetables such as carrots. They are encouraged to learn about foods from a range of cultures such as Caribbean fruit. Children have access to fresh drinking water at all times and as a result they are thoroughly hydrated and comfortable.

Children are able to enjoy a variety of opportunities to learn about the importance of activity in a healthy lifestyle. They are able to enjoy physical exercise in the fresh air in a well equipped outside play area which they can access throughout the session. They manoeuvre wheeled toys and experiment with a variety of large resources such as a large rolling circle. Children move spontaneously with increasing control and co-ordination, developing an awareness of space around them and the close proximity of others.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are safe and very well cared for in an exceptionally welcoming, clean and secure play environment that the staff ensure is suitable and child-friendly. Their safety is promoted as effective procedures are in place within the setting and proper precautions are taken to prevent accidents. For example, there is a very good ratio of staff to children to ensure that children are well supervised at all times. Safety is further promoted as a result of the staff's good awareness of health and safety issues and because all reasonable steps are taken to minimise the risk of accidents. For example, there are secure entry procedures and smoke alarms are linked. The pre-school has had a fire assessment by the fire department, fire procedures are clearly displayed and fire drills are carried out and recorded.

Children have access to a very good range and variety of equipment and resources that promote their development and maintains their interest extremely well. Children are able to play safely and move freely between activities in a play environment where space is organised and used very effectively. They have access to toys, resources and equipment appropriate to their age and development which are regularly checked.

Children are well protected because staff have a clear and comprehensive understanding and experience of the local safeguarding children board's guidelines. The designated person refreshes her training regularly and works closely with other agencies to ensure children are kept safe at all times.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are happy, settled and enjoy coming to the pre-school. They are supported and encouraged by staff in a rich learning environment with displays of photographs of children involved in activities, their craft work and a good variety of posters. Children are extremely confident and self-assured to work and play independently or in groups, which is promoted by staff who build warm positive relationships with the children and have consistent expectations and clear routines. Staff demonstrate a caring attitude towards the social side of the child and encourage children to share and play together.

Children develop their independence as they express their ideas during play using a wide range of resources which capture their interests, for example, during imaginary play in the home corner and during craft activities. Children enjoy having free access to the outside play area which is creatively resourced. Children behave well, for example, they take turns and share resources. All of these promote their emotional, physical, social and intellectual development.

### **Quality of teaching and learning**

The quality of teaching and learning is outstanding. The staff have an expert knowledge and understanding of the early learning goals, the 'Birth to three matters' framework and how children learn and progress. The learning programme and activities are planned to provide a consistently inspiring, broad and balanced range of activities which challenge all the children very well across all areas of learning according to their individual needs and progress. This is developed through rigorous and effective observation and assessment procedures, which inform staff of key areas of focus for individual children.

Children are set realistic challenges. They enjoy planned, interesting activities and as a result they are motivated, sustain concentration levels for prolonged periods of time and make clear links in their learning. Staff are very skilled in their questioning of children, giving them time to think through their answers. This encourages the children to progress and also to consolidate their learning. Staff are friendly and caring and form excellent relationships with the children through a key worker system which helps the children to feel secure. They give regular encouragement and praise which develops children's confidence and self-esteem, as a result children are very well behaved.

Children use their imagination extremely well during a variety of role play activities which link in with the topics. They speak confidently to each other and all adults. They have access to a wide range of books and listen with anticipation and excitement to stories.

Children are developing their number and problem solving skills through a variety of activities and through singing and rhymes. They are then able to use these skills spontaneously in a positive and inclusive manner which further consolidates their learning and enhances their self-confidence. Children enjoy a range of creative activities through a variety of craft activities which they are able to access independently. Children's independence is promoted as they are encouraged to independently select activities and resources. They work well together, sharing and helping each other. They are provided with a rich, vibrant and very well-resourced environment which further enhances their learning. Staff support children with special educational needs and those who speak English as an additional language in a positive and inclusive manner.

## **Helping children make a positive contribution**

The provision is good.

Children are warmly welcomed and valued as individuals and for the part they play in the pre-school, which helps them settle well and enjoy their time in the pre-school. They begin to feel a sense of belonging as they gain confidence through making choices about activities. They have good opportunities to learn about themselves and to appreciate diversity through a variety of play materials and planned activities that reflect the community and wider world.

The nursery understands their obligations under the Disability Discrimination Act and is proactive in ensuring that appropriate action can be taken to support children with identified needs. They work closely with outside agencies and parents to ensure that the individual needs of the children are fully met. As a result children receive appropriate support.

Children behave very well and respond well to clear guidelines and encouragement by the caring staff. Inappropriate behaviour is consistently managed by the staff who take into account the individual child's level of understanding and maturity. Children learn to take turns, share and be kind to each other. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit from the development of good relationships with parents through the exchange of clear, detailed information at the start of a child's time at the pre-school, which continues throughout their time there. For example, there is a parents' notice board, regular newsletters and information sheets, as well as verbal feedback at the end of each session. Children's progress is shared with parents as they are encouraged to look at and comment on the children's portfolios which have observations, photos and assessments of the activities they have participated in.

## **Organisation**

The organisation is good.

Children benefit from the effective organisation of the space and resources both indoors and in the outdoor area so that they can make choices and develop their ideas as they play. Staff support children well during activities and allow them time and space to initiate their play. The premises are safe, secure and suitable for their purpose. Resources and equipment are organised to promote children's safety, welfare and development. Staff continue to update their training to improve and develop their work with the children.

Children's care and welfare are safeguarded by generally clear and well-maintained documentation. However, the register does not clearly show the hours of attendance of staff and children. Policies and procedures ensure staff are clear about their responsibilities and parents are aware of the pre-school's ethos.

The leadership and management of the nursery education is good. The management committee, manager and staff work well together as a strong and effective team. Staff are well qualified and continue to attend training for their own personal development. This helps to ensure that they are up-to-date with information to allow them to meet the needs of all children and offer a range of interesting activities. There are clear recruitment and induction procedures in place with regular appraisals. There are monthly management meetings and all staff take part in the planning and review, reflecting and monitoring the provision carefully to improve the quality of the care and education for the children. The nursery works closely with the advisory teacher. Overall the needs of the children are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the registration system includes hours of attendance for children and staff

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)