

Cygnets Nursery

Inspection report for early years provision

Unique reference number	EY316428
Inspection date	18/11/2008
Inspector	Lesley Handford

Setting address	Littleton C of E Infant School, Rectory Close, Shepperton, Middlesex, TW17 0QE
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Telephone number	07789 037297
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Email

Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Cygnets is a private nursery. It opened in January 2006 and operates from a self contained classroom within Littleton School in Shepperton, Surrey. There is an enclosed, covered outdoor play area which together with the school playground and playing field is used for outdoor play. A maximum of 24 children may attend the nursery at any one time. The nursery provides full day care and operates sessions during school term times only on weekdays from 08.45– 1.45, 11.45– 12.45 (optional lunchtime session) and from 12.45–15.00 on Wednesdays.

There are currently 31 children aged from two to under five years on roll. Of these, 19 children receive funding for early years education. The nursery welcomes children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Through a wide variety of activities children have good opportunities to make progress in their learning. Staff recognise the individuality of each child and consequently their needs are met effectively. Because of the strong links with parents and of good procedures for health and safety, parents feel secure with the education and welfare of their children. The staff need to check more systematically how well they are doing and to improve resources for mathematics. The nursery is led well and there is good capacity to make these and other improvements.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve and develop self-evaluation to help inform the staff about future developments and priorities
- improve the mathematics curriculum and provide a specific number area with a wide variety of resources which are easily accessible to the children

The leadership and management of the early years provision

Leadership and management are good. There is a comprehensive system of record keeping which ensures that all staff know the next steps for children to make progress. The needs of children are met through good maintenance of policies and procedures. Effective systems are in place to ensure that all staff are suitably qualified to work with children. All have been checked to make sure there is no

reason that they should not be working with children. Staff work well together and are encouraged to share ideas.

The setting runs smoothly and consequently children enjoy their time in the nursery, and feel secure and safe.

All recommendations from the last inspection have been addressed. Parents now sign the accident register where appropriate. The range of resources to reflect diversity has been increased, consequently, children are beginning to develop an awareness of the wider world. All the required documentation is now in place. Greater use is made of observation to inform assessment and to identify future targets. During snack time opportunities are seized upon to include number activities. Children are given shapes and numbers which they have to identify when receiving their snack. They enjoy this as well as develop recognition of shape and number.

Effective links with parents and carers are maintained through a well established open door policy. Parents say that they feel welcome and are well informed about their child's progress. Close contact is made with the school on the site and children regularly join in activities such as assemblies. This means that transition to full time school is a smooth process.

Whilst the nursery does evaluate topic work it is at an early stage of evaluating the effectiveness of the setting.

The quality and standards of the early years provision

Planning is flexible and well thought out and consequently children make good progress. Areas for development are planned weekly and enhanced activities are identified for those children who may need extra teaching. This ensures that individual needs are met. Extension activities are also planned. When a topic has been completed, staff evaluate it by identifying what went well and what could be better, ensuring that practice is continually improving. A variety of resources are easily available for the children, however, those related to the mathematics curriculum are less evident. Parents are informed of the daily programme, including what the story will be and what the snack will be, through a description on a white board by the entrance. This ensures that parents are fully aware of all that is happening. Consequently, they feel involved in their child's education. A parent expressed delight in the fact that her child comes home and talks about the numbers he has been learning. Children clearly enjoy their experiences, as they settle quickly and are eager to talk. They are able to work independently and to cooperate with each other. Children are given opportunities to develop a sense of responsibility through helping to give out snacks, pour cold drinks and tidy up.

Children are safe because secure systems and policies are in place. Fire practices take place regularly and risk assessments are carried out daily. They are taught how to keep safe through such topics as road safety. As a child swung on two legs of her chair the adult immediately explained the dangers and the child stopped because she realised it was not safe. Children are taught hygienic practices such as

washing hands at appropriate times.

Through the use of the school playground and apparatus as well as through the free flow access to the nursery outside covered area children have many opportunities for physical development.

Effective planning and assessment ensure that progress is made in literacy and a variety of opportunities are given for children to develop communication skills. Through play and helping each other children are developing collaborative skills and the ability to solve problems.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints to Ofsted since registration.

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.