

Cygnets Pre-School

Inspection report for early years provision

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Inspector Fiona Robinson

Setting address Cygnets Pre-School, Sandalwood Road, WESTBURY,
Wiltshire, BA13 3UR

Telephone number 01373 827 361

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Cygnets Pre-school was registered in 2001 and moved to its current site in 2004. It is managed by a voluntary trustee committee. The pre-school operates from an annex attached to Westbury Leigh Primary School, Westbury, Wiltshire. The facilities include one large playroom, a separate kitchen, office and entrance area, and there are two enclosed outdoor play areas. There is disability access to the building. The pre-school is registered to care for 24 children aged two to under five years of age. It opens five days a week during term times. Morning sessions run between 9.15am and 11.45am and afternoon sessions are from 12.30pm to 3.00pm. There are currently 54 children aged three to under five years on roll, of whom 53 receive funding for nursery education. There is provision for children who have special educational needs and/or disabilities, and those who speak English as an additional language. The setting is registered on the Early Years Register. There are seven members of staff who work regularly with the children, of whom five hold an appropriate early years qualification, and one is working towards this.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Cygnets Pre-School is good. Children respond well to the care and support they are given and achieve well. Activities are interesting and well-organised and children feel valued and included in these. There are excellent partnerships with parents and the host school and children enjoy coming to the setting. The manager and staff have a clear knowledge of the pre-school's strengths and areas for improvement, and there is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in the setting
- develop children's involvement in the recording of their achievements

The effectiveness of leadership and management of the early years provision

Staff have an excellent awareness of safeguarding and child protection procedures. Children's safety is promoted very effectively because staff carry out regular risk assessments. Security within the setting is excellent and parents have full knowledge of the rigorous collection procedures. Staff are deployed very effectively to ensure children's safety in the indoor and outdoor environments. There are robust staff recruitment and vetting procedures in place. Children are provided with a wide range of resources and equipment that are safe and suitable for their age.

Partnerships with parents and carers are outstanding. They say that staff are very supportive and caring and give children the confidence to learn new things in a fun way. Their views are valued and they are given clear, comprehensive information about their children's curriculum and topics. Staff regularly monitor the children's progress and record this in their learning journeys. These are shared with parents on a regular basis and at more formal meetings twice a year. This partnership supports the children's learning effectively and parents value the opportunity to view their child's records, photographs and examples of what they have been doing. They are very supportive of fundraising activities such as the Sponsored Obstacle Race and the School Fayre. Staff display the activity plans on the notice board and suggest and loan activities that parents can do with their children at home. The relationship with the host school is outstanding, and the pre-school benefits from the use of its facilities. Staff show great care and sensitivity towards children with special educational needs and/or disabilities and have established excellent links with outside agencies.

The pre-school is well-led and managed and staff meet regularly to discuss planning and share assessments and observations they have made of the children. Staff actively promote equality and diversity and ensure children are fully integrated into pre-school life. Good progress has been made in addressing the recommendations of the previous inspection. In particular, key staff carry out regular observations of children's progress and use these to guide their planning of activities. Staff work hard to build on their existing qualifications and regularly access training opportunities. They work well together as a team and demonstrate a good capacity to improve. They provide valuable opportunities for children to access a wide range of resources and equipment. There are good self-evaluation systems in place. Currently, staff have recognised the need to develop the use of technology in activities, such as the interactive whiteboard and the computer. They are also developing the children's involvement in the recording of their own achievements through the use of the digital camera.

The quality and standards of the early years provision and outcomes for children

Children benefit from being cared for in a welcoming, stimulating, inclusive environment. They achieve well and make good progress across all areas of learning because activities are well-organised. They enjoy learning through topics such as Mini Beasts. Staff have a good understanding of the children's ideas and interests and include these in the planning of activities. Children behave well and have a warm and friendly relationship with the staff. They are encouraged to be independent in their activities, for example when they pour their own drinks at snack time and water their vegetables in the outdoor area. They are eager to make a bridge out of Play-Doh and cooperate well with one another. They are happy and confident and helped to contribute towards the golden rules for good behaviour displayed on the wall. Children's health is promoted effectively through physical activities. They develop good control and coordination of their movements as they ride their pedalled vehicles and learn to balance on outdoor apparatus. They are encouraged to make healthy choices at snack time, such as selecting healthy toppings for their pizzas. Overall, they are gaining a good understanding of

keeping healthy and safe. They learn how to use tools safely as they prepare fruit kebabs and salads. They benefit from talks from the policeman and fireman, and learn how to keep safe in the sun as part of their topic on Holidays. They understand the importance of brushing their teeth following a recent visit from the dentist. Children are keen to take part in the wide range of activities and achieve well. They enjoy learning through role play as travel agents and cooperate well with one another as they plan their holidays. They show an interest in growing their own vegetables from seed such as carrots, beetroot, pumpkins and lettuces. They enjoy picking their own strawberries for snack time and are keen to help to dig up and count potatoes. They listen well to stories such as 'The Rainbow Fish' and answer questions about how the fish learnt to share his scales. They tunefully sing the counting song entitled 'Five Little Monkeys'. Most children can count up to ten and beyond and recognise the numbers. They are keen to go on bug hunts and environmental walks. Their creative skills are developed well as they make a large hungry caterpillar and cocoons out of papier-mâché. Most children can write their own names by the time they leave the pre-school. They enjoy mark making on postcards and practising their letters in foam and cornflour. Festivals such as Diwali, Christmas and the Chinese New Year enrich their experiences of other cultures and diversity. As part of their topic on the World Cup children made flags for the various countries taking part and learned about life for children in South Africa. Children are competent at using the computer; however staff have identified the need to extend the use of technology in activities. Overall, children are prepared well for their next stage in learning in this setting.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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