



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY275703

DfES Number: 540043

### INSPECTION DETAILS

Inspection Date 03/11/2004

Inspector Name Sue Stuart

### SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Cygnets Pre-School

Setting Address c/o Westbury Leigh Primary School  
Sandalwood Road  
Westbury  
Wiltshire  
BA13 3UR

### REGISTERED PROVIDER DETAILS

Name Cygnets Preschool 1095412

### ORGANISATION DETAILS

Name Cygnets Preschool

Address c/o Westbury Leigh Primary School  
Sandalwood Road  
Westbury  
Wiltshire  
BA13 3UR

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Cygnets Pre-school was registered in 2001 and moved to its current site in 2004. The pre-school operates from an annex attached to Westbury Leigh Primary School, Westbury, Wiltshire. The pre-school serves the local area.

There are currently 57 children from two to five years on roll. This includes 32 funded three-year-old and 7 funded four-year-old children. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week during term times. Morning sessions are between 09.15 and 11.45. Afternoon sessions on Tuesday to Friday are from 12.30 to 15.00. The session on Monday afternoon is from 13.00 to 15.00.

One full-time and six part-time staff work with the children. Four staff have early years qualifications to NVQ level 2 or 3 and two are currently on training programmes. The setting receives support from the Wiltshire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Cygnets Pre-school provides good quality care for children. The pre-school offers an attractive and inviting child friendly environment. The pre-school is well organised to allow children to move safely around as they choose and use the good quality equipment and toys, but there is scope to provide climbing equipment. Staff are deployed well and work in appropriately sized groups. Staff have early years qualifications, or are currently attending local childcare training courses. Documents are clear and accurate, regulatory procedures are in place and are stored securely in the office.

Staff promote good hygiene practices and a good level of risk awareness means the children are safe and secure. Children's individual needs are well met and staff have a sensitive approach to the welfare of all children. The pre-school is proactive in

addressing special educational needs to ensure their specific needs are met. Staff discuss any issues of concern with parents and promote anti-discriminatory attitudes with the children they care for. Staff are aware of their responsibilities with regard to child protection issues.

Staff provide a broad range of appropriate practical activities, such as playdough, to promote children's development. They ensure children are involved in interesting play and learning opportunities both inside and outside. The two outside areas provide space for active games and a play garden. Suitable positive strategies for managing behaviour are in place, but these are not currently shared fully with parents. Children behave well and understand what is expected of them.

The pre-school has good relationships with parents and provides a welcoming environment. The prospectus provides information about all aspects of the group. Parents have access to the policies and procedures. They have good chances to discuss their child's progress and achievements. Current information displayed on the notice board keeps parents up to date with topics and events.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- The pre-school has very good relationships with parents. A comprehensive prospectus and induction pack ensures parents are well informed about all aspects of the pre-school. The pre-school provides useful leaflets for helpers working in the group. Current events and information are displayed on a notice board. All policies and procedures are readily available to parents.
- Effective use of space indoors allows children to develop and make progress in all areas of learning, for instance taking part in the pretend post office. Staff support children's play and praise their efforts.
- The outdoor garden is designed and used as an extended play area. Staff plan interesting activities for children, such as selecting from bean bags, bubble blowing and a picnic pack. These practical physical activities ensure their physical development is very good.
- Staff provide an effective cafeteria snack system to promote children's understanding of healthy and nutritious food and to develop their social skills.

#### **An aspect of outstanding practice:**

Good assistance is given to children with special educational needs. The pre-school is proactive in addressing concerns and implementing specific learning plans. There is strong emphasis on meeting children's individual needs. Staff ensure they have appropriate support to allow the children to take part in everyday activities.

#### **What needs to be improved?**

- the sharing of the behaviour management policy with parents
- the acknowledgement by parents of entries in the incident book
- the opportunities to climb and use large apparatus (cross reference S122).

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004 Ofsted have not received any complaints about this provider.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
11	Share the behaviour management policy with parents and devise a method for parents to acknowledge entries in the incident book.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Cygnets Pre-school is of high quality and children are making very good progress towards the early learning goals in all six areas of learning.

Teaching is very good. Staff have a clear knowledge and understanding of the early learning goals. Effective planning, linked to the stepping stones, shows clear learning intentions to ensure children make very good progress in all areas of learning. However, plans for large muscle activities are not always shown. Staff are aware of how children learn and provide a variety of purposeful practical activities, such as making firework rockets. Staff work well with the children and provide generally effective challenges to ensure their individual needs are met. However, more able children are not always given daily chances to extend their learning, particularly in mathematics. Children behave very well in response to the high expectations and positive support of staff. The pre-school provides a good range of equipment and resources to support learning in all areas including those reflecting awareness of other cultures. The routine allows time for children to work individually with an adult, and to select their own activities. Staff observe children's progress, record their findings and implement them well. A comprehensive assessment system is in place.

Leadership and management are very good. Much of the success of the pre-school is due to the supportive partnership between the committee and staff. Staff work well as a team, are keen to improve standards, and develop their own skills. An effective monitoring process for the education programme is in place which ensures future plans are identified and implemented.

The partnership with parents and carers is very good. Parents are well informed about the pre-school, including detailed curriculum information. Parents are made welcome, are involved in their child's learning and have regular meetings to discuss their progress and achievements.

### What is being done well?

- Children's personal, social and emotional development is very good. Positive photographs of the children, linked to stepping stones captions, form the heart of their 'golden rules' to promote good behaviour and self-esteem. Staff are committed and caring, providing positive role-models for the children. Staff offer constant encouragement and praise.
- Staff's clear understanding of the early learning goals and careful planning to provide inviting topics engage children's interests and efforts. In particular a good range of practical creative activities ensure that children's knowledge and understanding of their environment is very good. For example taking part in making a sensory garden.

- Parents are kept well informed about their child's progress. Regular meetings and informal daily exchanges of achievements ensure parents are aware of the Foundation Stage curriculum. Popular home play packs give parents the opportunity to be involved in their child's learning.
- Effective teaching, particularly to develop communication and language skills, ensures that children's progress in all areas is very good.

**What needs to be improved?**

- the daily emphasis on mathematical development
- the outside physical development plans
- the learning opportunities for older and more able children to extend their learning.

**What has improved since the last inspection?**

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently join the group and relate well with each other and adults, sharing their experiences and ideas together. They are motivated; actively involved in their learning, for instance making rockets. They learn to follow simple instructions, take turns and share fairly. They work well on their own, select and use equipment, such as when working in the 'post office'. They demonstrate good personal independence, for example choosing and using utensils for snack. Behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children engage easily in conversations with each other and with adults and contribute well during story time. They develop their vocabulary, thoughts and ideas from a range of topics such as discussing fireworks. They learn to link sounds to letters. They choose and read, from a wide range books, both for enjoyment and information. They recognise their names; some children are beginning to write them. They practise writing for a variety of purposes, such as making their own picture stories.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count and use number during everyday activities. They begin to learn about addition and subtraction, for example singing action number rhymes. They compare and match objects, such as sorting a selection of 'compare bears'. They learn about size and shape through practical hands-on activities, such as making model houses. They develop their understanding of number using appropriate mathematical language. However, they are not always given chances to extend their learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and features in their environment in many ways, such as digging the garden. Children show curiosity as they use magnifying glasses to investigate a variety of objects. They question how and why things work, for example as they join and build construction items. They frequently talk about past and present events in their own lives and about the lives of others, including those of other cultures. They use ICT to support their learning and pretend play.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move with confidence and control during daily activities. They demonstrate good awareness of space as they negotiate bikes around the 'road track'. They climb and balance on apparatus, run with hoops, and kick balls to develop physical control. However, there are few chances to extend their climbing skills. They are aware of body changes that happen when they are active. They have access to a wide range of equipment to develop their skills, handling a variety of tools and materials.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good practical opportunities to explore and experiment with texture, for example using a selection of collage items and glues to create firework pictures. They join in action songs, and have chances to play instruments to learn about sound. They express their ideas and imagination through a range of situations such as pretending to be fireworks to classical taped music. They have many chances to explore through their senses, such as identifying natural items in a feely-bag.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Check that the learning opportunities for older and more able children are well balanced across all six areas of learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*