



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 140883

DfES Number: 585236

### INSPECTION DETAILS

Inspection Date 10/12/2004  
Inspector Name Dorcas Elizabeth Forgan

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Watermead Cygnets Pre-School  
Setting Address Watermead Village Hall  
The Piazza  
Aylesbury  
Buckinghamshire  
HP19 0FU

### REGISTERED PROVIDER DETAILS

Name The Committee of Watermead Cygnets Pre-School

### ORGANISATION DETAILS

Name Watermead Cygnets Pre-School  
Address 25 Kestrel Way  
Aylesbury  
Buckinghamshire  
HP19 0GH

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Watermead Cygnets Pre-School opened in 1991 and operates from a room in a community centre in Watermead on the outskirts of Aylesbury. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open 4 days a week from 09.15 to 11.45 during term times. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from 2 to under 5 years on roll. Of these, 17 children receive funding for nursery education. Children come from Aylesbury and the surrounding area. The pre-school currently supports children with special educational needs, and also children who speak English as an additional language.

The pre-school employs six staff. The manager and four staff hold appropriate early years qualifications.

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

### How effective is the nursery education?

Watermead Cygnets Pre-School provides high quality nursery education overall, which enables the children to make very good progress towards the early learning goals.

The quality of teaching is very good. The plans are very comprehensive and effective; they ensure the provision of a good range of activities to promote the children's learning. Children's individual needs are met. The children are motivated and challenged well through skilful teaching methods, which include effective questioning and discussions. Relationships with the children are good. There is a high adult to child ratio. The staff organise the space and resources imaginatively to create an interesting environment where children can increase their independence. Staff assess children's learning against the stepping-stones and use this information to plan what children should do next. Good strategies are in place to support children with special needs and those who have English as an additional language. Adults are good role models; children behave well.

Leadership and management are very good. The supportive committee of parents work collaboratively with the staff to manage the group. The pre-school has clear aims and objectives. Staff work very well as a team and are led proficiently by the manager and her deputy. The staff regularly carry out their own appraisals as a group, from which training needs are identified. The majority of staff hold early years qualifications and most have a sound understanding of the early learning goals.

Partnership with parents is very good and contributes to the children's learning. Parents have very clear information about the group and the curriculum. They are encouraged to participate in their child's learning, through days spent in the group, home-link activities and access to their child's achievement book. They also receive a progress report and the Buckinghamshire record of achievement.

### What is being done well?

- Children are all becoming very independent and confident. The staff continually praise, support and encourage the children so that they have high self-esteem. The children make choices readily and have the confidence to express themselves assertively.
- Staff provide activities to support communication language and literacy very effectively. Activities are interesting and stimulating, children work at their own level of competency. Staff plan the activities very well. For example, the activity of writing to Father Christmas includes expressing individual ideas, putting them on paper, thinking about where they live and understanding that the written word has meaning. They then post the letter and anticipate a reply.

- The pre-school has a wide range of cultures and religions represented in the group, both staff and children. They make full use of this knowledge base and celebrate differences enthusiastically. They have a wide range of resources that they use regularly. Displays of the children's artwork promote self-esteem and pride. The various posters are informative and attractive.
- The dedicated staff work very effectively as a team. They know their roles and responsibilities and are flexible. They use excellent strategies to encourage good behaviour. They are good role models who act in a consistent calm way. They help the children to treat others with respect but to stand up for their own rights.
- The achievement books for each child are comprehensive. They include observations made of the children at regular intervals, records of activities that they have enjoyed, and new skills they have achieved. Samples of their work are also included. Through these staff effectively monitor each child's progress so that their next steps of learning can be planned. They form an interesting memento for parents and children to look back on in later life.

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

- the opportunities to further support all staff to continue their professional development.

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

Very good progress has been made since the last inspection. The staff have introduced a number of measures to improve the practical experiences in mathematics and to increase children's independence and self-esteem. These were raised as key issues at the previous inspection.

Children have the opportunity to carry out tasks such as pouring their own drinks at snack time, preparing the snacks and giving them out. They choose which activities they take part in and can access their own board games and puzzles. The children are becoming independent. The staff promote the children's self-esteem effectively.

The children's mathematical development is very good, they practise their skills throughout many of the activities and daily routines.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the group very confidently; they are inquisitive about the activities. Each child is welcomed individually, the staff are sensitive to their needs and know them well. Children are encouraged to be independent and to make choices, such as which activity they wish to take part in. Children are gaining a very clear understanding of self and are acquiring good knowledge of other cultures. Staff encourage children to negotiate and take turns. Children behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children chat confidently with adults and peers. Most are able to speak in front of a large group with confidence, some need support. They have many opportunities to handle books and do so well, they are learning that books contain information. Children enjoy listening to stories, they are eager to participate. There is a wealth of print within the setting and most children can recognise their own name. Children have many opportunities to write and make their own marks.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff provide many opportunities during everyday activities to develop children's counting skills, for example counting the beads threaded on a necklace. They are all keen to find the correct numeral on the advent calendar; some are able to write numerals. Children use mathematical language confidently, especially when building models from construction sets. They enjoy solving problems and being set challenges. Children talk about shapes during a variety of activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing an increasing knowledge of the world around them through a broad range of interesting topics and exciting activities. Staff provide situations where the children gain first hand experience, such as playing the trumpet or writing to Father Christmas and posting the letter. They use the garden whenever possible. They go for walks to feed the ducks and find out about local amenities such as the veterinary surgery. The children have regular use of technological equipment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have access to a good range of resources to develop their physical skills. They can climb, slide, crawl and balance. They are gaining spatial awareness. They move wheeled items such as buggies skilfully around objects. They are encouraged to take small risks with adult supervision, such as walking along the top of the wall and jumping off safely. They have many opportunities to develop fine motor skills and hand-eye coordination and are able to use a wide variety of tools.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express themselves through a range of media such as paint, collage and music. The stimulating role-play resources encourage children to be inventive. Frequent use is made of the 'hidey-hole', especially when staff introduce torches. The wide range of dressing up clothes is very popular. Children confidently stand up and sing in front of the group. They especially enjoy singing songs with actions and practising the songs for their Christmas show.

**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:*

- What the setting needs to do next There are no significant weaknesses to report, but consideration should be given to improving the following:
- the opportunities to further support all staff to continue professional development.

*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.*