

# Cygnets Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number**

EY339943

**Inspection date**

14/09/2010

**Inspector**

Janet Kelling

**Setting address**

Winhill Village Primary School, Brough Road, Burton-on-Trent, Staffordshire, DE15 0DH

**Telephone number**

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**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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Cygnets Pre-School opened in 2006 and is a committee run group. Initially the group were registered to provide care for children over the age of two years, but in 2007 the group expanded their provision to care for children from six weeks. It operates from facilities within Winshill Village Primary School Children's Centre in Burton on Trent. There is access to a fully enclosed outside play area which the children share with the nursery class children. The group serves children and families from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 37 children from six weeks to under five years may attend the setting at any one time. There are currently 25 children on roll, all of whom are within the Early Years age range. The setting receives funding for early years education.

The setting opens from 8.00am to 3.00pm Monday to Friday during school term times only. Children attend for a variety of sessions. The group have procedures in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language.

There are five members of staff who work directly with the children, all of whom hold an appropriate early years qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and share warm, friendly relationships with staff and their peers. Children make good progress in their learning and development as they engage in a range of enjoyable activities which take account of their interests and learning needs. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Effective partnerships with parents and teachers at the host school have been established, ensuring children's needs are fully supported. The manager and staff demonstrate a positive attitude and commitment towards the continuous improvement of the setting.

## **What steps need to be taken to improve provision further?**

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

- review and develop the daily risk assessment procedures to ensure they clearly demonstrate what action has been taken to minimise all identified hazards to children
- review and update all documentation to ensure it is written in line with the

## Early Years Foundation Stage Framework.

### **The effectiveness of leadership and management of the early years provision**

Children are safeguarded effectively. This is because all staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff have a good understanding of health and safety issues and complete regular risk assessments which cover both the indoor and outdoor learning environments. However, the daily risk assessments do not clearly demonstrate what action has been taken to minimise all identified hazards to children in the under two's room. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have a visitors' book in place. All required documentation is in place and available for inspection, however, the setting have not updated all documentation in line with the Early Years Foundation Stage Framework. The environment is welcoming and supports children to make choices about their own learning and play. Staff are successfully deployed to support the children's learning and development.

Staff are motivated and demonstrate a positive attitude and commitment towards continuous improvement of the setting. The setting's self-evaluation system, together with parent questionnaires, help staff to identify the group's strengths and areas for improvement. Methods to promote equality and diversity thread through the setting. This is successfully achieved through planned activities, the use of visual displays and posters, role-play equipment and through open discussions between staff and children. Regular staff meetings are held which provide valuable opportunities for staff to discuss planning, share good practice and identify any training needs. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills, consequently, children's care and well-being are fully supported.

Parents are warmly welcomed and clearly feel very comfortable within the group. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that the children's changing needs are consistently met. Parents speak very highly of the setting's approach to meeting their child's individual needs and say that their children are very happy, enjoy attending the group and make good progress in their learning and development. Parents also comment upon the very professional, helpful and caring staff. A parents' notice board ensures that parents and carers have access to information about the running of the group. For example, their registration certificate and public liability insurance certificate are displayed. Parents also receive regular newsletters and are invited into the group each term to discuss their child's learning and development. The manager and staff also work successfully in partnership with the host school and have developed positive links with the nursery and reception class teachers. There are good

opportunities for parents to become involved in the life of the pre-school. For example, parents are welcome to attend committee meetings, participate in outings, become parent helpers and to offer support to fund raising events.

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

Children benefit from a warm and welcoming environment and from the staff's understanding of how to develop learning through play. Children are eager to explore their learning environment and have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. Children interact very positively with their peers and enjoy good friendships. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. On admission to the setting information is gathered from parents and used to support children's individual needs. All children have a 'My Story Profile' which contains information about a child's learning and progress. These folders are shared regularly with parents to ensure parents are fully involved in their child's learning. Staff observe the children as they play and record information which relates to the early learning goals. Information gained through observation is evaluated and used to inform future planning. Children's learning folders also contain photographic evidence of children engaged in a wide range of activities together with evidence of children's own work.

Children make good progress towards the early learning goals because staff have a good understanding of the Early Years Foundation Stage Framework. Children enjoy their time at the group and engage in a wide range of activities. For example, there was great excitement as a small group of children washed a doll's hair at the water play tray. The children filled containers with water, squeezed the shampoo onto the doll's hair and chuckled with delight as they poured water over the dolls then splashed them in and out of the water! Another group of children confidently joined together sections of the wooden train track, they chatted happily together sharing and supporting each other as they played. Children begin to recognise that print carries meaning as they identify their own name cards and self-register at the start of each session and also have many opportunities to develop their mark-making skills. At story time children listen with enjoyment to their favourite stories and also sing nursery rhymes with enthusiasm. Children's creativity is supported through a range of accessible role-play equipment, construction toys and access to a range of media, such as, chalks, paint, shaving foam and play-dough. Children have access to a computer and programmable toys. Children relish their daily opportunities to play outdoors regardless of the weather, they confidently negotiate the balancing equipment, competently pedal bikes and skilfully throw and kick balls. Whilst outdoors a group of children played in the sand pit, they carefully filled their buckets with sand, patted it down, turned it over and watched with delight as a sand castle appeared! Children also learn about their natural environment and how things grow. For example, they plant sunflowers, green beans and cress. Children also engage in 'listening walks' where they explore different sounds around them, such as birds and aeroplanes. Children

also benefit hugely from planned outings to places such as Twycross Zoo, where they are able to see 'wildlife from across the world' and visit 'pets corner', where they are able to identify more familiar farm animals.

Children develop a sense of belonging within the group and display confidence and self-esteem. Children behave well, responding positively to the boundaries set, such as helping to tidy up. Gentle reminders from staff help children develop a sense of right and wrong, they are encouraged to share, take turns and be kind to each other. Children's achievements both at home and in the group are celebrated through the use of the 'Proud Cloud', where parents and staff share special moments of a child's individual achievement. Children are beginning to develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year, such as, Diwali, Hanukah and Christmas. Children demonstrate a growing awareness of their own health and hygiene needs. They are developing an awareness of the importance of washing their hands and routinely sing the 'hand washing song' as they confidently access liquid soap to ensure they wash away any germs. Older children freely access their named water bottles, whilst younger children are encouraged to recognise their water bottles which have their photographs on. Children learn about how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children regularly engage in emergency evacuation procedures and are reminded how to use equipment safely. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition from pre-school into school.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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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