

# Cygnet Community Pre-School

Inspection report for early years provision

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**Unique reference number** 142775  
**Inspection date** 03/02/2011  
**Inspector** Michelle Tuck

**Setting address** c/o Swanmead Community School, Ditton Street, Iminster,  
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**Telephone number** 01460 57444

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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.

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## Description of the setting

Cygnet Pre-School opened in 1992. It operates from a detached building in the grounds of Swanmead Middle School near to the centre of Ilminster Somerset. The building has an entrance porch with toilet facilities and one main room where children play, which has a small kitchen area. Children have access to a covered hard standing area and an enclosed grassed area both of which are adjacent to the main building. Children also have access to the school playground, hall, gym and the climbing equipment on the school field. The pre-school is in receipt of funding for two, three and four year olds. The provision is registered to care for a maximum of 20 children in the early years age group. There are currently 46 children on roll. The group opens five days a week during school term times. Sessions are Monday, Tuesday and Thursday from 9am to 3pm and 9am to 12.30pm on Wednesday and Friday. Additional sessions are offered on demand. The setting supports children with special educational needs and disabilities, also children who learn English as an additional language. There are six members of staff working with the children, of whom two hold a level 3 qualification and three hold a level 2 qualification. The supervisor is also studying for her foundation degree and two members of staff are working towards their level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of provision is outstanding. The pre-school offers a fully inclusive environment where children settle quickly, are secure and extremely happy. Highly developed knowledge of children's individual needs ensures that the caring, enthusiastic staff successfully promote all children's welfare and learning. As a result, every child makes excellent progress, given their age, ability and starting points. Children gain an excellent understanding about the importance of a healthy lifestyle and how to keep themselves safe. Partnerships with parents are highly developed, and meaningful links with agencies and other providers with whom children have contact are significant in ensuring their individual needs are consistently met. Excellent reflection and frequent self-evaluation ensure that plans for the future are fully focused to bring about further improvement to the provision and outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- develop further children's understanding of good hygiene practices to prevent the spread of infection, especially when they have a cold

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

Children feel very safe and secure at the pre-school. Staff are extremely vigilant about safeguarding issues and the procedures to follow in the event of being concerned about a child. Staff update their knowledge regularly and everyone is aware of their role and responsibilities. Children are unable to leave the premises unsupervised and are only allowed to go home with those authorised to take them. Comprehensive risk assessments in all areas and for each outing ensure children are protected from all potential risks.

The staff are meticulous in constantly improving partnerships with parents. There are clear systems to actively work with other providers delivering the Early Years Foundation Stage for continuity of care and sharing of relevant information to benefit children. These approaches enable them to respond swiftly to any identified learning and development needs. Parents' ideas and suggestions are all listened to and responded to in a very sensitive and efficient manner. Parents have excellent opportunities to contribute to their children's learning; they meet with their child's key person and share their pathway folders, which are evidenced with observations and photographs, and they can contribute by sharing their child's 'wow' moments from home. The families have high confidence in the staff who continually strive to provide children with a wealth of high quality, challenging resources in rich and varied, learning environments. Staff place the promotion of inclusion at the heart of all of their work. As a result, every child receives the maximum level of support, including those learning English as an additional language. The pre-school is highly inclusive because of the staff's in-depth knowledge and clear understanding of each child's background and needs.

Excellent management of the highly qualified and dedicated staff ensures their ongoing suitability and continuing professional development. Adults are thoughtfully deployed so that children benefit highly from their inclusive and skilful practice. Recommendations arising from the previous inspection are fully implemented to improve the planning for children's learning and children's safety in the sun. The setting is highly competent in its identification of strengths and further areas for development in short and long-term plans. The staff team share a clear vision for the future and are confident and capable, making continuous improvements to the provision. For example, through securing some land from a farmer they have been able to plant and harvest their own vegetables. Evaluative reflection takes full account of parents' and children's views to identify the pre-school's many strengths and staff are highly competent in accomplishing the goals they set for future development.

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

Children make outstanding progress in relation to their capabilities and starting points. This is because teaching is developed from expert knowledge of the learning and development requirements and a full understanding of how young

children achieve. Everyday experiences such as circle time, garden play, snack time and activities in the school hall are used effectively to consolidate children's understanding of addition, subtraction and problem solving. For example, they know that only four children are allowed at the snack table at one time.

Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning that is tailored to each child's needs and abilities. Highly effective monitoring systems ensure that children continue to make maximum progress in each area of learning. Children are active learners, choosing from a wealth of accessible, interesting equipment and concentrating for long periods at each activity. Staff interact and support the children at the very highest level which helps them to be highly motivated, to be creative, and to think critically.

The children gain an excellent understanding of how to lead a healthy lifestyle. They know the reasons for adopting hygiene practices and talk about what happens to their bodies after exercise. Most children spontaneously wash their hands before snack time and after using the toilet although children are not always encouraged to wash their hands after wiping their nose or to cover their mouth when they sneeze. Children are very settled and quickly become completely absorbed in their play. They feel safe at the pre-school and gain an excellent understanding of issues relating to safety. They behave in ways that are safe for themselves and others, confidently moving freely between inside and outside. They know what the positive rules are and discuss these before they go into the playground each day. They responsibly take risks in controlled circumstances when using real tools, such as scissors, or table knives to butter their crackers.

Children immensely enjoy their learning and show a strong desire to participate and make choices. The staff are highly skilled and sensitive in their management of children and their behaviour. As a result, children behave very well as they respect and cooperate with others and negotiate over shared resources. Staff are excellent role models so children develop high levels of self-esteem and respond by being kind, polite and considerate. The pre-school is highly successful in enabling children to develop skills that will support them in the future. The excellent range of communication and literacy play opportunities ensures young children are vocalising early and older children quickly learn how to engage and make their needs known. The use of early sign language is a regular feature of children's and staff's interaction, to facilitate communication for all, particularly those children who are learning English as an additional language. Books are used well by staff and children sit enthralled, enjoying active involvement in stories through the use of visual aids. Early mark making is actively promoted both indoors and outdoors with accessible materials such as chinks, paints and pencils. Throughout their time at the pre-school, children are effectively enabled to work independently and to develop self-care skills so they are ready and confident to move on to the next stage.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met