

# Quinton Cygnets

Inspection report for early years provision

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<b>Unique reference number</b>	EY418207
<b>Inspection date</b>	23/09/2011
<b>Inspector</b>	Susan Marriott

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<b>Type of setting</b>	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

Quinton Cygnets opened in 2010. The nursery is owned and managed by a charitable trust and is one of three nurseries run by Cygnets Education and Childcare. It operates from a converted doctor's surgery in Lower Quinton, Warwickshire. The nursery serves the local area and has strong links with the local primary school. There are two fully enclosed areas available for outdoor play.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 32 children under eight years. A maximum of 28 children within the Early Years Foundation Stage may attend the nursery at any one time, 12 of whom may be under two years. The nursery also offers out of school care to children aged over five years to 11 years. The nursery provides a limited number of funded early education places in agreement with the village school. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. The group opens five days a week all year round and operates from 8am until 6pm. Children are able to attend for a variety of sessions.

The nursery employs four members of childcare staff, all of whom hold relevant childcare qualifications. The classroom manager and the nursery room leader are working towards their Early Years Professional Status. The staff team are supported by an office manager. The nursery receives support from other managers within the organisation and also from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy in the relaxed, friendly atmosphere. The nursery provides a safe, inclusive environment where most aspects of the welfare requirements are successfully met and staff are working hard to establish high standards of education and care for children. They have strong links with the village school, and the good progress children make prepares them well for the next stage of their education. The positive partnership with parents and carers ensures that staff meet the individual needs of all children. The setting is already very committed to reflective practice in order to ensure the embedding of good quality practice and outstanding levels of improvement throughout all areas of the provision.

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

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

- ensure that existing security measures are consistently implemented and that the identity of any visitors is verified before admitting them to the premises
- draw on the full range of quality improvement tools available.



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

The nursery benefits from the shared experience of the two other nurseries operated by the same organisation. A key strength is proving to be the ability to promote community cohesion, exemplified in the strong and trusting partnerships being built with parents. Documentation is of a high standard. Comprehensive policies and procedures are in place to guide staff practice and ensure children are kept safe from harm. All staff undergo a vetting process to establish their suitability to work with the children and have up-to-date Criminal Records Bureau checks. Staff have completed safeguarding training and there is always a member of staff on site who is trained in paediatric first aid. Security of the premises is generally good, although the identity of visitors is not always checked. Risk assessments are rigorous and staff make daily checks of the premises to ensure hazards are removed or minimised. Fire drills are carried out regularly to ensure children are fully aware of what to do in an emergency.

Inside, the open-plan environment is used imaginatively and has colourful letters and numbers in displays to support children's independent learning. Access to the babies' area is restricted via gates which protect non-mobile babies from more active older children. Out of school club children have their own defined space, as do the 'wrap children' whose care is shared with the school. Staff make good use of the outside area as an extension of the learning environment. Staff have a good understanding of inclusion and related issues. For example, they have reviewed the foods offered at snack time to ensure that children with special dietary needs are fully included. Self-evaluation of the whole setting is outstanding and the views of parents and children have been taken into consideration when identifying the priorities for planning and development. An action plan is in place, setting realistic targets to be measured against challenging criteria.

Staff link very closely with the village primary school, using their facilities by arrangement and holding meetings with the early years staff there. This supports smooth transitions and continuity of care for children. Parents receive thorough information about the setting and their children's progress; for example, through newsletters, daily talks with staff and review meetings with their child's key person. Staff observe each child at play in order to understand and support their individual well-being and development, enabling each key person and family to work together. The staff are alert to the early signs of any needs and dependencies of the children that could lead to later difficulties. They respond quickly and appropriately, involving other agencies as necessary, to promote consistent and appropriate care for children.

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

The nursery is a warm, welcoming place and the staff have a good understanding of the Early Years Foundation Stage. They work well as a team and have overcome



the difficulties arising from changes in staffing as the nursery becomes established. A key person scheme is established, with a primary and secondary nominated carer to secure continuity of care for children and their families. Children leave their parents with confidence and standards of behaviour are excellent. Children are beginning to learn how to share, cooperate and work together. Staff interact effectively with children, listening to what they have to say and building respectful and caring relationships. They are positive role models and the genuine warmth and kindness from staff helps children to develop good self-esteem and a sense of security and belonging.

The classroom manager is enthusiastic about activities being based upon children's interests. For example, children have been showing an interest in 'space' and the weekly plans show how this is developed into activities across all six areas of learning. Children have enjoyed helping to make the role play area into a 'space station'. The classroom manager has introduced more detail onto the planning sheets to ensure that staff fully consider the six areas of learning and how these will be promoted through the different activities. Consequently, plans guide staff practice effectively and show a good balance of adult-led and child-initiated activities. There are detailed learning journals, with comments, anecdotal and photographic evidence and annotated work to record individual progress. These are clearly linked to the six areas of learning and parents contribute to this record. This assessment information is used to focus and inform weekly planning, and a tracking system to accurately identify gaps in children's learning is in place. Management are now looking to use a wide range of quality improvement tools in tandem with other settings owned by the trust.

Children develop their creativity through a good range of imaginative activities. For example, babies have recently enjoyed a 'wet week', where they had the opportunity to explore many varied experiences in messy play, including mark making in shaving foam and exploring the texture of baked beans. During the inspection, older children explore the freedom of spatter painting. Children become engrossed in the activities and because of this they learn quickly and make good progress. Children enjoy playing educational games in small groups, and as they play they chat with adults, learning new words and phrases. Staff interaction during a water play activity in the garden promotes high levels of participation and secures children's interest and enjoyment. Children have frequent opportunities to count beyond 10. They help to harvest potatoes and vegetables from the growing beds, and the produce is cooked and eaten as part of the children's healthy diet. Children have free access to an outside play area where they can access a wide range of additional equipment to promote their physical development. Children learn how to operate simple programs on the computer, with good levels of one to one attention from staff, enhancing the development of skills for the future.



## 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	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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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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