

Cygnets Childcare Centre

Egerton Park Children's Centre, Egerton Road, BEXHILL-ON-SEA, East Sussex, TN39 3HY

Inspection date	16/09/2013
Previous inspection date	12/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a secure knowledge of the Early Years Foundation Stage and use this to provide children with exciting learning opportunities, which cover the seven areas of learning.
- Staff use observations and assessment successfully to plan for children's next steps in their learning; therefore, children make consistent progress in relation to their starting points.
- The outdoor play is planned well and offers children a rich and imaginative variety of experiences and play options, which successfully incorporate all areas of learning.
- Clear self-evaluation has identified areas for development and there is a continuous programme of improvement to consistently provide good quality care for all children.

It is not yet outstanding because

- The resources in the baby areas do not fully provide stimulating and enjoyable experiences for babies to support their learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had discussions with the manager, senior practitioner of the pre-school and most staff members.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding, staff suitability, medication and risk assessments.
- The inspector observed children engaged in activities indoors and in the outside area.
- The inspector spoke to five parents and took their views into account.
- The inspector and manager undertook a joint observation of an indoor activity within the baby room.

Inspector

Joanne Barnett

Full Report

Information about the setting

Cygnets Childcare Centre registered in 2005. The nursery operates from Egerton Park Children's Centre in Bexhill, East Sussex. Children have access to two play rooms and a secure outside play area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register. There are currently 88 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two and three years. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 13 members of staff who work with the children. Of these, 11 hold a recognised National Vocational Qualification in early years at level 3. One member of staff holds a Foundation Degree and one holds a BA Honours degree in early years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- create a stimulating sensory environment to arouse babies' curiosity and interests, for example, by using photographs of their family and other special people or treasure baskets.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The atmosphere of the nursery is welcoming and purposeful. Children clearly enjoy learning through play. All children are happy and keen to choose their play from interesting experiences offered. However, the learning environment for babies' is not as fully developed as other areas in the nursery to effectively support their exploration and sensory play. The planning covers seven areas of learning both inside and outdoors. Staff plan activities and support individuals well so that every child experiences a relevant and interesting programme of activities. The system for recording observations and assessments based on the Early Years Foundation Stage clearly show each child's achievements and progress. Planning relies on the skills of staff that are adept at responding to children's individual interests, based on information they gather from parents and frequent observations of children's play. Staff establish what children can do when they first start through talking with parents about their child's development and their

needs.

Children demonstrate good communication skills as they talk to each other when playing or confidently talk to the adults. They are able to describe what they are playing with or talk in detail about their family. Staff use open-ended questions to extend children's vocabulary, taking into account the age and stage of development of the children. For example, the staff speak in simple sentences to the very youngest children, using single words when pointing to objects to support children's understanding. Children with special educational needs are supported extremely well, with the staff showing a good understanding about promoting language and communication using visual timetables.

Children demonstrate a good knowledge of the world they live in and enjoy learning. Children enjoy opportunities to explore the garden, as they dig and plant vegetables showing good listening skills as they follow instructions. They also benefit from a wide range of activities to further extend children's knowledge of the world around them. They plan trips into the community, such as posting letters or buying ingredients at the local shop for cooking. Children are developing a keen interest in books. They become very animated when staff read well-known stories and children become fully engrossed in the storyline, confidently sharing their opinions.

The contribution of the early years provision to the well-being of children

All children receive warm, loving and consistent care, which supports them to develop feelings of security and belonging. A secure and robust key person system helps to ensure that staff get to know the children well. In addition, they are able to help new children to settle and take part in activities. Staff support children to establish secure emotional attachments. This enables children to feel safe and to confidently explore their surroundings and develop their independence from a secure base.

Children behave very well, with good support from the staff to help solve any minor disputes. Children show good listening skills and understand the rules of the nursery. Gentle reminders from staff help children to manage their own behaviour. Consequently, children play well in small and large groups. Staff ensure that they are good role models, and children hear and see staff using good manners. Consequently, children are polite when talking to each other and the staff. Effective deployment of staff ensures that ratios are well met, and children are supported appropriately in all aspects of their care, learning and development.

Staff promote healthy eating through a good range of healthy snacks and by providing milk or water to drink. Drinking water is accessible throughout the day to allow children to access a drink when they need one. Children follow good hygiene routines, from washing hands to using tissues for their noses, as they develop an understanding of the need for good personal care routines. The staff follow good procedures for nappy changing and maintaining a clean environment as they make sure children can eat from a hygienic surface. Babies have their meals pured, mashed or chopped according to their own stages of weaning to support their dietary needs.

The children confidently help themselves to equipment from low-level units and move freely around the room. Older children develop good independence skills during lunchtime as they clear their own plates and cups into appropriate bins provided. The children interact well with staff, asking for help or support if required. Children learn self-care skills, such as putting on their own coats and jumpers before playing outside. This all helps to prepare them for their eventual move to school.

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

Staff follow good safeguarding procedures to protect children's well-being and meet all safeguarding and welfare requirements. As a result, parents receive accurate and helpful information regarding the care of their children. All staff attend regular safeguarding training and effective processes are in place to help ensure they appropriately follow up any concerns about children's welfare to safeguard the child. Thorough recruitment and vetting processes help ensure the suitability of staff working with children. Regular supervision and annual appraisals enable ongoing professional development for all staff, with attendance at different training courses encouraged. Comprehensive risk assessments, accidents and medication forms are accurately recorded to help safeguard children's welfare.

Self-evaluation is continually changing as staff reflect on their practice. This demonstrates that they have a clear drive for positive improvement to enhance the provision for children. The manager and staff work well together as a team, creating a welcoming environment within the nursery. The staff liaise with parents to gather their views and use this information to plan their improvements. They then share details of the improvements with parents through newsletters so they see how their views have a positive impact on the care and learning provided for their children.

Partnerships with parents are positive; parents speak highly of the nursery staff and the learning opportunities their children enjoy. Parents feel that they are well informed about their children's day, and enjoy looking through the learning journals regularly. Parents comment that they feel they are able to support their children's learning and development at home, as staff provide feedback at the end of each day. Consequently, children are supported to make good progress towards the early learning goals and the next stages in their learning through continuity in children's learning and development. The staff recognise the importance of working in partnership with others involved in the children's care and learning, for example they have made links with the local schools that children attend. Teachers come and meet their new children prior to the start of the new term, which enables children to meet them in familiar surroundings. This helps to develop children's confidence as they move on to the next stage in their learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY300796
Local authority	East Sussex
Inspection number	918418
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	88
Name of provider	East Sussex County Council
Date of previous inspection	12/02/2009
Telephone number	01424 725 880

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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