

# Stewkley Cygnets Pre-School

Chapel Square, Stewkley, LEIGHTON BUZZARD, Bedfordshire, LU7 0HA

<b>Inspection date</b>	09/10/2013
Previous inspection date	12/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- There are comprehensive plans to support children's personal, social and emotional development ensuring they make leaps in their learning in this area.
- Children initiate their own play based upon their ideas, they enjoy exploring with the rich and varied range of resources available and develop excellent skills for their future.
- Parents are highly involved in children's learning and development and play a large part in steering the pre-school and supporting children's excellent progress at home.
- Children have high levels of self-esteem and are exceptionally confident because the staff encourage them to take pride in their work and celebrate their achievements.
- The manager has extremely high expectations for quality and works tirelessly to engage with families, other providers and the community.
- Self-evaluation is highly robust and extremely effective action plans effectively drive improvement, which results in outstanding quality provision.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children engaged in learning activities in all rooms and the outdoor area.
- The inspector held discussions with staff, the chairperson on the committee and children throughout the inspection.
- The inspector and manager undertook a joint observation of snack time.
- The inspector sampled a range of required documentation, such as safeguarding procedures, children's development profiles and self-evaluation.
- The inspector spoke with parents to gain their views.

## Inspector

Hayley Marshall

## Full Report

### Information about the setting

Stewkley Cygnets Pre-School is a parent committee run group. It first registered in 1971 and then re-registered at its present site in 2007. The pre-school operates from a purpose-built building within the grounds of St Michael's C of E School, in the village of Stewkley, Buckinghamshire. Children have access to an enclosed outdoor play area. Children attend from the local area. The pre-school is open five days a week on Monday to Thursday; 9am until 1pm and Fridays from 9am until 12pm. It is registered to offer wraparound care from 8am to 6pm but this is currently not operational due insufficient numbers. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 25 children on roll in the pre-school. The pre-school currently supports a number of children with learning difficulties and/or disabilities. There are six members of staff including the manager. The manager has a relevant degree and holds Early Years Professional Status, four staff hold early years qualifications at level 3.

### What the setting needs to do to improve further

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

- enhance to excellent programmes for literacy by using consistent letter formation to further supports children's early interest in reading.

### Inspection judgements

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

Staff plan highly engaging and exciting activities for children which follow on from their individual interests. Staff see children's ideas blossom and extend over several days or weeks. For example, children delight in making a treasure box and place things inside which they feel are valuable. This evolves into an activity involving compasses and maps. Children explore their garden area following a map, searching for treasure. The activity reaches its conclusion when children draw and create using their imagination. Staff are aware that this activity ignites the interest of all children, in particular boys. Children spend more time than usual drawing, writing and expressing their ideas through making marks. Staff are competent, skilful practitioners who know when to intervene and when to allow children to take the lead. These rich and imaginative experiences result in children becoming confident and resourceful learners who are exceptionally well prepared for their entry to school.

Children are keen readers and recognise letters from the many labels, which display

familiar words and their names, although the print is occasionally inconsistent. Nevertheless, children thoroughly enjoy looking at books and reading stories with staff. Staff bring stories alive by introducing books through resources children can feel and explore. Children look at a cabbage, studying holes in the leaves as they guess who might have made them. They remember that caterpillars do this, from a familiar story they have read. Together, the group begin to retell the story before even looking at the book such is their excitement. These highly successful strategies help children to develop a love of books and excellent early literacy skills.

Children play with an excellent range of activities that fully support their physical skills. They use blocks to climb and enjoy sliding, riding bikes and playing enthusiastically in the outdoor area. Inside, children use a wide range of quality tools purposefully. Staff trust young children to freely use scissors and as they practise they become adept at this. Staff provide enough range to ensure that children have ready access to glue spreaders, loop scissors and writing material when they want it. Children use a computer mouse to move the cursor around the screen, aiding their hand eye coordination and developing interest in technology. Consequently, they develop excellent skills for their future learning.

Children are highly competent communicators who engage adults in discussion readily. Staff use innovative ways to support and encourage children's speech and language. For example, children speak to staff on walkie talkies and delight in being able to hear them even when they cannot see them. Staff model language and ask children questions, which require them to think. Equally, children ask many questions of staff and enjoy finding out about things of interest to them. Children readily express their desires, such as whether they want to play outside or not. This is because staff talk to them and tell them about what they are doing, giving them choices. This respect for children's ideas and thoughts helps children to feel highly valued, which results in them being confident.

Staff record children's development through observations and assessments. They find out about children's starting points in consultation with parents. This two-way flow of information is highly effective throughout children's time at the pre-school. Parents enjoy attending sessions to 'stay and play' where they learn from children about what activities they enjoy. Staff share regular summaries and twice yearly parent consultations to discuss children's learning and development in more depth. Parents share their observations on an 'I can do' board which celebrates their small steps and big achievements. Tracking is highly effective in identifying where children need extra support and staff put comprehensive programmes into place. Children participate in sharing their own ideas about their capabilities and achievements, which raises their self-esteem. Children make extremely rapid progress in their personal, social and emotional development because staff plan highly nurturing activities to help them to explore this aspect of their learning. Staff provide small group activities where children begin to understand their feelings and how to get along with others. This approach is ingrained throughout the session helping children to develop a positive self-image and understand how to get along with others.

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

Children form extremely close bonds with those who care for them because of the highly successful key person approach. Staff know children very well and are intuitive to their moods. They quickly support children who do not immediately settle, engaging them in discussion and activities. There is extremely effective support for two-year-olds, who have a secure base within small room. They are very eager to join with the group and enjoy playing with the older children. Children return to the room at periods throughout the morning to enjoy quieter activities with their key staff. The shorter session suits young children's attention spans and need for restful periods after energetic play. This excellent arrangement means that children settle very well at the pre-school and separate from parents with confidence.

Parents and grandparents play a very active role in pre-school life. They attend session to share their knowledge and skills, engaging children in drumming workshops, geology and woodwork sessions. Children benefit hugely from these events and enjoy having their special person at their pre-school. Staff raise children's self-esteem by taking photographs of them beside the work they create. Children love to look at these pictures and talk enthusiastically about what they can do, demonstrating that they feel highly valued.

Children gain a sense of independence by the many choices they have. They move equipment around and select what they want to play with. This is because staff label resources clearly and encourage them to choose where and how they play. Children serve their own snack and pour their own drinks. They begin to understand their own need for nourishment and learn about their preferences. Children understand about their local community as they eat fruit and vegetables that are grown locally. They understand that some foods are seasonal and that biscuits are a treat. Children enjoy playing outside and come and go as they please, supervised by the vigilant staff team at all times. This helps them to understand about exercise and healthy eating as part of their normal routine. Children know about how to manage their own personal hygiene because toilets are readily accessible. Children wash their hands without prompting because they know this prevents germs.

Children gain excellent awareness about safety. Staff entrust children to work things out for themselves and assess risks. For example, children go to climb on wooden blocks that wobble. Staff ask 'Do you think that is safe?' and children restack the blocks, testing them with one foot, before stacking again and climbing on top. Children use adult tools, such as hammers and nails as they create. They know how to do this safely because staff explain to them and supervise. As a result, children test out what they can do and act in ways that keep them safe.

Children display consistently good behaviour. They get along exceptionally well together and are polite and respectful. This is because staff are very good role models and give clear expectations for behaviour. Consequently, children feel safe and secure and become engrossed in their learning.

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

The pre-school staff place high regard upon children's safety. The manager undertakes regular training to remain up-to-date and fulfil her role as safeguarding officer. Management reviews and updates policies and procedures on an at least yearly basis to ensure these are robust and accurate. The policies and procedures underpin practice and staff are knowledgeable about their role. They can discuss child protection issues confidently and the action they would take if they had a concern about children's welfare. Risk assessments mean that that staff are alert to potential hazards and take measures to reduce or eliminate these. Staff supervise children closely, but give them freedom to experience risk and challenge for themselves.

The enthusiastic parent committee demonstrate exceptional leadership, drawing upon their individual expertise. This assures the outstanding organisation of the pre-school. The highly qualified and knowledgeable manager inspires the staff team to strive for excellence. She communicates her quest for constant reflection, reviewing and improving the pre-school clearly and competently. Supervision of staff is excellent. Staff undertake peer observations and regular appraisals. These identify staff training needs, which directly benefit children. Therefore, the staff team is stable because they enjoy their work.

Management have an excellent understanding of the learning and development requirements. Assessments of children's rapid progress are highly accurate. The abundance of information staff gather about children's learning and development means that the progress check for two year olds is extremely well informed.

Self-evaluation is outstanding. The manager and committee develop a finely tuned action plan, which identifies clearly what can be done to improve the quality of the pre-school. The pre-school has the capacity to swiftly address these because of the united approach of the team. Parents contribute their views through questionnaires and children share their ideas about what they enjoy. Staff work closely with local authority development workers to further explore the quality of care. The manager adopts an uncompromising approach to raising standards and this means that the pre-school has an excellent capacity to maintain improvement over time.

Staff work closely with local schools to help prepare children for their move. They welcome teachers into the setting to read stories with children. Children attend the local school throughout the year and share some activities. This helps to build close links which help children to feel ready for the important next step in their learning.

An inspiring programme to support families and help children to become ready for pre-school engages parents. This pre-school is an important part of the community who fully support families. There is a wealth of information available, such as training sessions, information leaflets and information boards. Parents feel welcome at the pre-school because staff are friendly and approachable. This extremely close working benefits children immensely as they experience consistency in their learning and development.

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY360943
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	828795
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Stewkley Cygnets Pre-School Playgroup Committee
<b>Date of previous inspection</b>	12/03/2009
<b>Telephone number</b>	01525 242151

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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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