

Sebright Cygnets Nursery

Franch Road, Wolverley, Kidderminster, Worcestershire, DY11 5TP

Inspection date

16/10/2014

Previous inspection date

04/02/2009

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

- Children make very good progress in a well planned, stimulating environment, and as a result of consistently good teaching and planning.
- Staff have a thorough understanding of how to keep children safe through the effective implementation of risk assessments and well documented procedures.
- Children are very happy and secure, as the very experienced and caring staff meet all their needs and share information with their parents every day.
- The provider effectively monitors teaching, planning and all aspects of the provision, which leads to specifically targeted improvements to support all children's learning.
- Staff work extremely well as a team to identify and address areas for improvement, which means that children's learning experiences continually improve. Parents and children are involved in this process.
- Staff have established strong partnerships with other professionals and local early years providers, and they share ideas and best practice regularly.

It is not yet outstanding because

- There are even further opportunities for staff to enhance and extend children's already exciting outdoor learning in a newly acquired area of ground.

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 activities in the main playroom and the outdoor play area, including a joint observation with one of the managers of the nursery.
- The inspector held meetings with the two managers of the nursery, who are also the providers.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Sebright Cygnets Nursery opened in 1996 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee and operates from a self-contained unit attached to Wolverley Sebright VA Primary School in Wolverley, on the outskirts of Kidderminster. The nursery opens on Monday to Friday from 9am to 3pm during school term times. The before and after school club runs from 8.30am until 9am and from 3pm until 5.30pm. Some play sessions are available during the school holidays, according to need. There is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, all but one hold appropriate early years qualifications at levels 2 or 3. Children attend for a variety of sessions. There are currently 39 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

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

- extend and enhance children's already exciting outdoor learning further by providing even more activities for them to learn about nature and the world around them.

Inspection judgements

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

The nursery is very colourful and stimulating and provides an interesting and engaging environment in which children thrive and make very good progress. Teaching is consistently good and staff plan challenging and exciting learning experiences for children. This is because they have a thorough understanding of how children play and learn. They use their observations of children to measure their progress and plan activities which build on each child's next steps in learning. They obtain information from parents about what children know and can do, which they use, together with their own observations of children, as starting points for their learning. All staff record observations of each child in the nursery, so that they develop a full picture of their individual learning. Parents are very well informed about children's activities and progress. They are encouraged to support children's learning at home and are welcomed into the nursery at any time. They share information about children's progress and their achievements and interests at home. These activities are displayed on a 'wow' board and provide topics for discussion to develop children's communication and language skills further. Staff review children's progress regularly so that any gaps in learning are quickly identified and addressed.

Children between the ages of two and four years play together in one large room. This is

very well set out and children access the toys and resources easily. Pre-school children are very imaginative in the role play areas, as they pretend to look after babies, showing great care and gentleness as they feed and dress them. Two-year-old children learn to use mathematical language in different contexts, as staff teach them to compare the sizes of cars and to count them. Staff challenge children to solve practical problems, for example, as they try to fit cars through a gap. They are encouraged to persevere in trying to find a smaller car to see if it will fit. Staff support children to take turns to roll the cars down a slope and say which one is first, second and third. All children really enjoy using the very well resourced outdoor area. They make marks with water and large chalks, use the slide with confidence and water the plants in containers. Younger children are very excited when they notice the bubbles from the water tray are trickling down onto the ground, so they follow the trail to see where it goes. All children are very engaged in their play and staff guide and support them very well, building each child's next steps in learning into the activities. The development of a nature area is in progress, so there are many further opportunities to extend children's learning about nature and their rural environment through this. This is not yet fully organised or planned, so children are not able to maximise their use of resources to explore the area.

Children develop their physical skills very well, as they use a wide range of resources and equipment in the nursery and the school playground. They explore the open green spaces in the village, where they have plenty of space to run around and enjoy climbing and ball games. They enjoy exploring different textures and smells as part of their current topic on 'ourselves.' Children compare smooth and rough textures, such as, shells, fir cones and smooth glass eggs and try to identify a range of smells. Children are very well prepared for school, as they sit and listen to stories very attentively and tell their news at the beginning of each day. Staff help them to count the number of children present and to find the numbers they need for the date on the weather chart. The nursery managers work very effectively with the school reception teacher so they know how best to prepare children for school. All children thoroughly enjoy joining in with a favourite story and squeal with delight when a large, furry spider comes out of the bath, as the manager uses props to bring the story alive. Their love of books is promoted very well, as they choose from a wide range of good quality books which they enjoy reading alone or with other children and staff. Children with special educational needs and/or disabilities are well supported, as staff work closely with parents and other professionals.

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

Children settle very well at the nursery, as staff are very caring and welcoming and parents report that children really look forward to their nursery sessions. Parents share detailed information about children's routines and preferences, so that staff meet their needs. Staff comfort children if they are upset and distract them with games or show them what is happening out of the window. Children make friends easily and form close bonds with their key person. The key-person system is very well organised so that children are not unsettled, as not all staff are present every day. As all children and staff are based in one room, children get to know all the staff, so that they are emotionally secure in the very welcoming, friendly environment.

Children are provided with healthy snacks at nursery. They grow some of their own fruit and vegetables and staff teach them about making healthy food choices. Children bring their own lunches from home, which staff monitor to ensure these are healthy too. Children choose milk or water and they can access water throughout the day. Staff encourage children to be independent in their self-care routines so they are ready for school. They practise dressing themselves and making choices in their activities. Their suggestions are valued so that children gain confidence and good self-esteem. Children learn to manage controlled risks safely with supervision and they learn about road safety and how to keep themselves and other children safe. For example, they know that they need to tidy up if there are too many toys on the floor, as they could trip over them. Staff teach them to use knives and other tools safely during cooking activities.

Children's behaviour is very good, because staff set clear boundaries and children respond very well to these. They learn to share and take turns through staff guidance during activities and social skills are given very high priority. Most children move up to the school on the same site as the nursery, so they are already familiar with the building and the teachers. Staff have close links with other schools in the area, so they pass on information about children's progress and needs so that these continue to be met. They invite the staff of other schools to contact them if they need to work together to settle a child, so that they are secure in their moves.

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

Staff are well trained in their understanding of the policies and practice to safeguard children. They attend regular training to update their knowledge and know how to report any concerns. The premises are very secure, as visitors' identities are checked and the outside door is kept locked. Staff carry out thorough risk assessments each day so that all areas of the nursery are safe for children. There are rigorous checks in place for the collection of children and to ensure that staff and committee members are suitable to work with or to be in contact with children. Accident and medical records are well kept and analysed so that children are well protected. Staff are vigilant in their supervision of children so that they are safe at all times.

The two managers, who are also the providers, monitor staff practice and all aspects of the provision very effectively. They record their observations of staff performance and carry out regular supervisions and annual appraisals. Staff have good opportunities to shape their own professional development and attend targeted training courses as a result of discussions with the managers. They are very well motivated and committed to providing the best possible care for children. Regular staff meetings are held, at which staff discuss their evaluations of teaching and practice. This means that areas for improvement are identified so that staff knowledge and skills continually improve. All staff, parents and children are involved in the effective self-evaluation process, which contributes to an ongoing action plan. As a result, staff work extremely well as a team and there is a continuous drive for improvement, which results in the stimulating learning experiences which children receive. The nursery committee is made up of parents, so this means they are involved in events and are very well informed about the provision, which

they help to communicate to all parents.

The provider has established effective links with other professionals and local early years providers, which means staff are assisted in meeting the needs of all children. A local early years adviser visits the nursery in order to support staff in the monitoring of the provision. The school which is in the same building as the nursery also provides strong support. Staff meet regularly with schools and other local providers to engage in mutual support and the sharing of ideas, best practice and training. This means that they maintain and improve on the high standards in children's learning and development. Staff have established effective links with other settings attended by the children, and share information with them every week. The nursery provides a firm and successful foundation for children's future learning and skills.

The Childcare Register

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	205437
Local authority	Worcestershire
Inspection number	865340
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	39
Name of provider	Sebright Cygnets Nursery Committee
Date of previous inspection	04/02/2009
Telephone number	01562 851851

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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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