

Cygnets Pre-School

The Well, Nest Farm Crescent, Hemmingwell, Wellingborough, Northants, NN8 4TQ

Inspection date

04/11/2014

Previous inspection date

21/03/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff understand their roles and responsibilities to protect children from abuse. This ensures children remain safe and protected.
- Staff treat children with kindness and respect. As a result, children demonstrate that they feel safe and secure, which effectively supports their emotional well-being.
- Staff implement consistent behaviour management strategies. As a result, children learn to follow simple rules and boundaries.

It is not yet good because

- The quality of teaching provided by the staff is variable and is not always sufficiently focussed to fully challenge all children. This results in children having inconsistent interactions from the staff to support their learning.
- Staff do not always use information from their observations to shape the children's further learning experiences. Consequently, the planning of activities is not always sharply focussed on children's precise learning needs.
- Staff do not always make the best use of resources, both in and outdoors. Consequently, children are not always provided with good quality learning experiences, which keep them motivated and engaged.
- Procedures to monitor recent changes, the quality of teaching and the delivery of the educational programmes are not yet fully embedded in practice. As a result, the quality of teaching is variable and children's needs are not always consistently met.

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 conducted a tour of the premises during the inspection.
- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the chief executive of The Hope Project and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Full report

Information about the setting

Cygnets Pre-school opened in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises on the Hemmingwell Estate in Wellingborough, and is managed by the Hope Project, which supports children and their families in the local area. Children have access to two designated play areas. There is a fully enclosed area available for outdoor play. The pre-school employs five members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday during term time only. Sessions are from 8.30am until 11.30am and from 12.30pm to 3.30pm. Children are able to attend a lunch club between 11.30am and 12.30pm. They attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching methods used by the staff, such as questioning and modelling techniques, so that children receive consistently good support during activities, to help them make good progress
- ensure ongoing assessment is consistently used to inform the planning of challenging activities that are fully matched to the children's learning needs and therefore helps them to make the best possible progress
- make effective use of resources, indoors and outdoors, in order to ensure children are provided with good quality learning experiences, which keep them motivated and engaged.

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

- improve and embed systems to monitor the overall quality of the pre-school, including the quality of teaching and the delivery of the education programmes, so that children make good progress.

Inspection judgements

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

Staff are continuing to develop their knowledge and skills to help them guide the development of children's capabilities in readiness for school. For example, children's personal, social and emotional development is given high priority at the pre-school. As a result, children are developing the confidence to express their own preferences and interests and participate in role-play activities with their friends in the home corner. Staff complete observations and have a general overview of the children's development in order to monitor and track their progress. However, staff do not always effectively use this information to shape further learning experiences. Consequently, the planning of activities is not always sharply focussed on children's precise learning needs. This means children make adequate, rather than good, progress. Staff build on the children's interests as they play. However, the quality of teaching is variable and is not always sufficiently focussed to fully challenge all children. For example, staff do not always give children sufficient time to think about what they want to say and put their own thoughts into words. In addition, staff occasionally rush their speech and use limited expression when they read stories to the children. As a result, children's interest is not always sustained, some children wander off and occasionally, noise levels rise. Consequently, learning opportunities are not maximised during this time. Staff encourage the children to move between the indoor and outdoor environment. However, the breadth of outdoor learning experiences is not always fully maximised. For example, there are few opportunities for children to develop their understanding of the natural world around them.

In spite of the weaknesses that arise in the inconsistency in the staffs' practice, the children enjoy their time at the setting. They participate in a suitable range of activities, which cover all areas of their learning and development. For example, children challenge their physical capabilities as they learn to use the climbing frame and slide in a variety of ways. Furthermore, staff support children, including children who speak English as an additional language and children with special educational needs and/or disabilities, to develop their language skills. For example, staff encourage children to repeat familiar phrases in stories and to sing rhymes, such as 'Twinkle, twinkle little star' together. In addition, less confident children are encouraged to repeat single words and to use sign language and symbols to help them to communicate. Staff play hop scotch games with the children, which encourages them to count and asks them to work out how many small world figures they will need to fill the spaces on the bus. Older children complete computer programmes with growing confidence. They cheer with delight when they find the hidden spiders.

Staff work hard to develop effective partnerships with parents. They encourage parents to provide information about their children's starting points on entry. This information is then used to aid the settling-in and initial assessment process. Parents receive appropriate updates on their children's progress and can talk to their child's key-person daily. Additionally, staff invite parents to designated sessions where they can stay and play alongside their children. This supports parents to engage in their children's play and to understand more about what children are learning during their time at the pre-school.

Staff understand the requirement to complete the progress check for children between the ages of two-and-three years, so that they are aware of their progress at this stage.

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

Staff are deployed appropriately and create a safe, welcoming environment where children can independently access a range of suitable resources and materials. However, staff do not always make best use of the resources, both in and outdoors, to provide good quality learning experiences for all children. For example, staff provide white paper and pastel coloured chalks for the children to make marks. Consequently, children are unable to see their marks and their interest is not sustained. In addition, children are not always provided with a sufficient range of additional tools to enable them to extend and develop their ideas as they play with the dough. Children enjoy playing outside in the fresh air. However, the range of activities and resources does not always fully challenge and motivate the children. For example, resources provided in the small rice and pasta tray are limited. This meant that children occasionally push one another to have a go and others quickly lose interest and begin to wander around.

Children and their families are warmly welcomed into this friendly pre-school. This is further enhanced by the effective implementation of the key-person system, which provides consistency for the child and their parents. Interactions with the children are positive. Staff respect the children's individual personalities and treat them with kindness. As a result, children demonstrate that they feel safe and secure, which effectively supports their emotional well-being. In addition, children demonstrate a willingness to try things out, knowing that their effort is valued. Children are supported appropriately in the transition from home into the pre-school. Parents are invited to attend settling-in sessions and information is gathered about each child's family and background. For example, information is obtained about children's care needs and any known dietary requirements. This promotes continuity in the children's care and supports their continual well-being. Furthermore, staff understand the importance of emotionally preparing and supporting older children as they move onto reception class at school. For example, staff talk positively to the children about making new friends and share story books about going to school. In addition, staff successfully encourage children to learn to take responsibility and develop their independence. For example, children select their choice of snack, pour their own drinks and place their dirty utensils in the washing up bowl when they have finished. Furthermore, children are encouraged to help to tidy away the toys and learn to put on and take off their outdoor clothing.

Staff act as positive role models and work hard to support children to play and learn together and develop control over their actions. For example, staff remind young children to be kind and caring towards one another and explain why certain behaviours are not acceptable. As a result, children are beginning to accept the needs of others, to share and take their turn. Staff support children to develop an awareness of safety and how to stay safe. For example, staff encourage the children to take safe, appropriate risks when they use the climbing frame. Additionally, staff talk to the children about the dangers of fireworks and why it is dangerous to stand in front of the slide. An appropriate number of staff hold paediatric first-aid certificates and records are maintained of any accidents or

any medicines administered. Children are encouraged to be physically active, which aids their continuing well-being. They are provided with an appropriate range of nutritious snacks and have opportunities to take regular drinks. This promotes children's growth and ensures they remain hydrated and comfortable. Meal times are social occasions as children sit chatting to their friends. Additionally, staff use this opportunity to encourage good manners. Children are encouraged to develop appropriate hygiene routines and learn that they must wash their hands after using the toilet and before eating. This helps to minimise the risk of cross-infection.

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

Following an incident whereby a child left the premises unsupervised, Ofsted made a visit. The provider received a notice to improve to ensure that there is a robust system in place to prevent children leaving the premises unsupervised. In addition, the provider was asked to ensure that the safeguarding policy and procedures included an explanation of the action to be taken in the event of an allegation being made against a member of staff. The provider has provided the required information to Ofsted. Effective steps have now been taken to prevent children leaving the premises unsupervised. At arrival and collection times, a senior member of staff now stands at the outdoor entrance gate and one member of staff is positioned at the gate leading to the playroom. This enables the staff to closely monitor children's movements during this time. In addition, the safeguarding policy now contains a procedure to be followed in the event of an allegation being made against a member of staff. Therefore, children's safety and well-being is now fully assured. Management and staff understand their role and duty to protect children from harm. They understand the indicator signs of abuse and the importance of following the Local Safeguarding Children Board procedures, in relation to recording and reporting any child protection concerns. The designated lead for safeguarding and all members of staff have completed training in safeguarding to enhance their knowledge and understanding. Recruitment procedures are secure, which ensures only those suited to working at the pre-school are selected alongside being appropriate for their roles. For example, references are taken up prior to staff beginning at the pre-school and a record of their individual Disclosure and Barring Service checks is maintained. Additionally, new members of staff follow an appropriate induction procedure. Risks assessments are regularly reviewed and daily visual checks are carried out to ensure the environment is safe and secure. In addition, closed circuit television cameras are used to record the perimeters of the buildings. Visitors are asked to provide full identification and an appropriate record of visitors is kept and the times of arrival and departure are recorded.

The pre-school has recently undergone a number of staff changes, including the appointment of a new manager. The newly appointed manager has therefore, spent time observing staff practice and ensuring that she is familiar with the pre-school's policies and procedures, including notification procedures. As a result, the manager has recently introduced new observation and assessment systems. The manager is continuing to develop procedures to monitor the effectiveness of the recent changes, including the quality of teaching and the delivery of the educational programmes. For example, staff meet with the manager once a week to discuss the children's development and the range

of activities they intend to provide. However, to date, the impact of the recent changes cannot yet be measured because new procedures have not been in place long enough to demonstrate good progress. As a result, the quality of teaching is variable and activities are not always effectively planned to ensure the individual needs of all children are met. The newly appointed manager demonstrates that she is committed to the continual development of the whole provision. Self-evaluation is used to highlight strengths and areas for improvement. As a result, targets have been set to support ongoing improvements. For example, management and staff intend to extend and develop the outdoor area and to continue to enhance the partnerships with parents. In addition, management and staff have met the recommendations raised at the last inspection.

Management and staff understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. For example, appropriate links have been established with a speech and language therapist, to support children's language development. In addition, staff effectively develop relationships with other providers and schools in order to ensure continuity and coherence by sharing information with each other and with the parents. For example, reception teachers are encouraged to visit the children in the pre-school environment, which helps to support transitions during the summer term. Management and staff develop positive relationships with parents. They are approachable and show a genuine interest in the children and their families. Parents are aware of whom their child's key person is and useful information is displayed on the notice board. In addition, parents have access to all policies and procedures that underpin the running of the pre-school. Parents and carers spoken to on the day of the inspection comment positively about the care and learning provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY350208
Local authority	Northamptonshire
Inspection number	995305
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	31
Name of provider	The New Life Church, The Hope Project Committee
Date of previous inspection	21/03/2012
Telephone number	07846310018

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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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