

Watermead Cygnets Pre-School

Watermead Village Hall, The Piazza, Aylesbury, Buckinghamshire, HP19 0FU

Inspection date	04/12/2014
Previous inspection date	01/12/2009

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 good knowledge of the learning and development requirements and of how children learn effectively. As a result, children make good progress in all areas of learning.
- The key person system is well organised and helps children to settle quickly.
- Staff work in close partnerships with parents. This helps to share children's achievements at home and agree on future learning targets.
- The pre-school staff have well-established links with other provisions such as local schools.

It is not yet outstanding because

- Staff do not always include resources that will develop children's knowledge of technology during their play.

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 observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the manager.
- The inspector talked with staff, some children, and parents, to obtain their views.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Watermead Cygnets Pre-School is run by a committee of parents, and operates from one room in the community centre in the residential area of Watermead, close to Aylesbury, Buckinghamshire. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 9.15am to 12.15pm during term times, and optional lunchtimes between 12.15pm to 1.15pm are available on Mondays, Wednesdays, Thursdays and Fridays. The pre-school is registered on the Early Years Register only. There are currently 31 children on roll. The pre-school currently has on roll a number of children with special educational needs and/or disabilities and children who speak English as an additional language. There are seven members of staff, all of whom hold early years qualifications to at least level 2.

What the setting needs to do to improve further

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

- enhance the opportunities for children to use resources that help to develop their skills in using technology.

Inspection judgements

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

Staff have good knowledge of the learning and development requirements and of how children learn effectively. As a result, children make good progress in all areas of learning. Staff offer a stimulating and varied environment that meets the requirements of the Early Years Foundation Stage. They promote children's early reading and writing skills very well, displaying a wide range of books that are all easily accessible to the children. Staff encourage parents and children to borrow books from the pre-school. This means that they can share a wide variety of stories together at home. Children sit at tables and freely access pens, to practise their early writing skills. Staff display children's name cards on arrival, and children take their name cards and place them on the registration boards. This all helps children to develop early literacy skills before they move up to school.

Staff use lots of positive language with children and they are skilful in asking questions that encourage children to think for themselves. They effectively engage children in activities that help them learn to listen. For example, a group of children played a lotto game as they listened to sounds in the environment. Staff pronounce new words clearly to children, to help them learn new vocabulary. Staff display visual signs, such as timetables and picture labelling on boxes, to help children to make their own choices and learn the daily routines. This all helps all children, including those who speak English as an additional language, to make good progress in their communication and language skills.

Overall, staff plan good activities that teach children about the world through first-hand experiences. For example, they involved children when planting and watering vegetables such as potatoes, to help them learn about growth. However, staff do not always include resources such as computers, to help develop children's skills in using technology during their play.

The pre-school staff work in close partnership with parents which helps to provide consistency in children's learning. Staff make home visits to meet children and their parents before they start in the pre-school. This provides them with good opportunities to gather detailed information about children before they start, to help staff to plan an individualised learning programme quickly. Parents provide staff with examples of children's achievements from home; for example, paintings they have done. Staff complete written progress checks for two-year-old children. They share progress summaries on all children regularly with parents. Staff invite parents to attend sessions, for additional information sharing and to spend time with their children in the setting. This all helps parents to share children's achievements at home and agree on future learning targets.

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

The key person system is well organised and helps children to settle quickly. A thorough settling-in process supports children as they start in the pre-school. Staff carry out home visits to observe children and gather key information from parents on children's starting points. Children and parents visit the pre-school and spend additional time discussing their child's development and individual needs with their key person. Parents are invited to attend sessions, on a rota basis, so that they can observe their children in the environment and share information with staff on their development. As a result of all of this, staff have a strong knowledge of their key children, which helps them to support any gaps in learning.

Staff promote children's understanding of healthy lifestyles well. They offer free access to the outdoor environment, which helps children to stay healthy and develop physical skills. Children are confident in hygiene routines and wash their hands well before snack and lunch time. Staff provide children with a wide range of healthy fruits and vegetables, such as apples and cucumbers, which helps children to learn the benefits of a healthy diet.

Children are learning how to keep themselves safe as they play. Staff act as good role models, helping children to use scissors safely and reminding them how to carry them when they walk across the room to put them away. Children take small risks as they climb up ladders and balance as they walk along creates outside. Staff stand close by and remind them to take care. Staff follow a consistent approach to behaviour management. They implement effective systems, such as using timers, to help children learn to take turns and share resources. They all use positive language with children and remind them to be polite to others. This all helps children learn to behave very well. Staff provide good opportunities for children to build their independence as they learn to dress and toilet themselves. All of these skills help them to prepare for their move to school. The pre-

school has well-established links with other provisions, such as local schools. They work in close partnership with other professionals, such as speech therapists and educational psychologists, to help support all children's learning and development, including those with additional needs. These close relationships help to build consistency in children's learning and, as a result, they make good progress.

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

The leadership and management of the pre-school are good. The management team has a secure understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage and they support children well. The team is well established. The manager works in the room and has her own key group; this allows her to act as a very good role model for staff. She is currently introducing a new system that encourages staff to observe each other's practice and to share their views with the management team. This information feeds into staff supervision meetings, where the manager meets with staff to discuss their personal performance. This all helps her to establish training and support programmes for each member staff.

The manager and staff demonstrate a good understanding of how to help keep children safe. All staff attend training to increase their understanding of their roles and responsibilities to protect children's welfare. They confidently state what they would do if they have a concern about a child's welfare. Robust recruitment, vetting and induction procedures help the management team make sure that staff are suitable to care for the children. Staff complete daily safety checks on the premises; they identify potential hazards and any action needed to minimise any risk to children.

The manager evaluates the pre-school provision well. She identifies the strengths and any areas for development by seeking the views of children, parents and staff. For example, she sends out parent questionnaires to gather their views and suggestions on the quality of the pre-school. Parents comment that staff are 'approachable' and 'friendly' and say that they feel that staff include them in their child's learning progress. Staff work in close partnership with other professionals, such as early years advisory teachers, to audit the premises and plan future improvements, to raise the quality even further.

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	140883
Local authority	Buckinghamshire
Inspection number	841448
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	31
Name of provider	Watermead Cygnets Pre-School Committee
Date of previous inspection	01/12/2009
Telephone number	0756 37 83464

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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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