

Cygnets Pre-School - Birth to Five



Winshill Village Primary School, Brough Road, Burton-on-Trent, Staffordshire, DE15 0DH

Inspection date

6 March 2015

Previous inspection date

14 September 2010

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

Summary of key findings for parents

This provision is good

- The manager has a good overview of children's needs through effective monitoring of practice and strong systems for evidencing assessments of children's development. As a result, the pre-school provides high standards of care and learning for children.
- Children benefit from effective partnerships between their parents, the pre-school and other professionals. Robust systems are in place and ensure that important information is shared. This promotes continuity in children's care, learning and development.
- All children make good progress in their learning and development. This is because staff use observation effectively to reflect on what arouses children's curiosity and interests.
- Children form strong relationships with staff because the pre-school effectively implements the key-person system. Consequently, children display high levels of independence, trust and curiosity in the welcoming, nurturing environment.
- Children are protected from harm. Recruitment and induction procedures ensure that staff are well qualified and safe and suitable to care for children.

It is not yet outstanding because:

- Occasionally, staff do not always fully hold the concentration and interest of the oldest children during large group activities.
- Older children are not always helped to adapt their behaviour during changes in the daily routine. For example, when staff are setting up for new activities and snack time children are sometimes left waiting instead of helping prepare for what happens next.

What the setting needs to do to improve further

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

- review the organisation and planning of large group activities in order to fully engage the older children for the duration of the activity and help them to maintain concentration
- help children to be more prepared for what will happen next in the daily routine, for example, through sharing with them the order of the day and involving them more in the daily routines.

Inspection activities

- The inspector carried out two joint observations with the manager.
- The inspector observed teaching and learning activities, speaking to children at appropriate times while they played.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector held meetings with the manager and the deputy manager. She also had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at evidence of self-evaluation, including the views of parents from contributions made in documentation and those spoken to on the day.
- The inspector looked at a range of documentation, which included the safeguarding policy, children's learning and assessment records and the planning of activities.

Inspector

Kim Barker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff ensure that children are motivated to initiate their own play in the well-organised environment. Older children explore paint. They identify colours and gain early mathematical skills. Staff model language very well as children gain an understanding of position and help children to learn number names in sequence. Children accidentally mix the paints together. Staff help them to make the link between their actions and the colour changes that happen. Staff allow children time to think and respond well to their questions. However, occasionally, older children do not always fully maintain interest during some of the large group activities. Toddlers make marks and develop their creative skills as they explore freely available crayons. Staff provide a narrative for what toddlers are doing and help them make sense of their ideas. Outside, a den is created to allow children to access small quiet places. Children extend their imaginative play, as they take in additional resources and create a story. This shows that children are active and motivated learners, who gain the necessary skills to support their future learning.

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

The manager ensures children's safety through effective recorded risk assessments. Staff make daily checks to ensure good steps are taken to remove or minimise any potential risk. Children are encouraged to behave well as staff are good role models. They promote children's understanding of good hygiene habits. Children are skilfully supported to independently manage their personal care needs, including hand-washing routines. However, some children are not always prepared for changes that occur in the routine. They are not always supported to engage fully with what happens next. Outdoor play space is organised well to support children in taking developmentally appropriate risks. Wheeled toys and opportunities for climbing are kept separated from quieter activities. Children understand that they are being healthy as they know they get exercise when playing outside.

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

All staff follow good safeguarding practices and have a secure understanding of their responsibilities with regards to child protection. Children's home language is respected and used in documents the pre-school shares with parents. Staff confidently use the pre-school's robust systems for tracking assessments of children's development. This allows them to quickly identify any gaps in development. Effective joint working ensures that children with special educational needs and/or disabilities receive targeted support. Consequently, they are involved and engaged in all activities and make rapid and continual improvement in their development. Management ensure that the staff's assessments are rigorous through the effective monitoring. This identifies specific areas on which to focus improvements in their practice. Management then provide guidance and support so that staff develop their knowledge and skills to improve outcomes for children. Management are committed to continuous improvement through reflective practice.

Setting details

Unique reference number	EY339943
Local authority	Staffordshire
Inspection number	862842
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	39
Name of provider	Cygnets Pre-School - Birth to Five Committee
Date of previous inspection	14 September 2010
Telephone number	01283 239485

Cygnets Pre-School - Birth to Five was registered in 2006 and is a committee run group. The pre-school employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including two who hold an Early Years Foundation Degree. The pre-school opens Monday to Friday during term time only. Sessions are from 8am until 3.15pm. 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.

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