

Sturton Cygnets Pre-School



Sturton by Stow Primary School, School Lane, Sturton by Stow, Lincoln, Lincolnshire, LN1 2BY

Inspection date	26 March 2015
Previous inspection date	15 October 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

- Parents are active partners in their children's learning. Staff encourage them to share information to inform a secure starting point. Parents are kept well informed of their children's next steps in learning, which is helping them to build on children's learning at home.
- Children are polite, behave well and understand adults' expectations. This is because staff are good role models, for example, thanking children for their help.
- Well-qualified staff regularly attend training and use the information gained to improve their practice and outcomes for children's learning. For example, recent training on how boys learn has successfully informed improvements in how they offer writing experiences for boys.
- Children's safety is thoroughly considered. Suitability checks are completed for staff and the committee and recruitment procedures are extremely robust. Consequently, children are kept safe at all times.
- The manager is enthusiastic and has high expectations for staff and children. She involves staff, children and the committee in making improvements to the pre-school. As a result, practice is good and has the capacity to improve further.

It is not yet outstanding because:

- Staff occasionally offer activities in groups that are too large and which last for too long for some children to maintain their interest and concentration.
- Some staff miss opportunities to extend children's learning during planned activities. This means that children are not always supported in developing their thinking skills.

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 of some group activities to make sure that the group size and duration allow children to remain interested
- extend children's self-initiated learning during adult-led activities to promote their own learning and development, for example, by responding to their comments and ideas and asking questions that further challenge their thinking.

Inspection activities

- The inspector had a tour of the pre-school premises.
- The inspector observed children during activities in all areas of the nursery, both indoors and outdoors.
- The inspector looked at documents relating to children's learning with them and their key person.
- The inspector observed staff and their interactions with children throughout the day.
- The inspector conducted a joint observation with the manager.

Inspector
Kathy Kilner

Inspection findings

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

Staff at this welcoming pre-school know their key children and understand how and where they learn best. They work closely with parents to obtain accurate starting points that they can build on together. Staff make sure that children have opportunities to learn across all seven areas of learning. Resources are well presented and accessible to facilitate this. Significant learning is recorded in a book and is accurately and precisely assessed. This means that if there are any areas where children are not progressing as expected, they are swiftly addressed. Staff complete regular summaries of progress for all children. They share these with parents and other providers where children may attend. Staff plan individual and small group activities for their key children. They successfully use a range of good teaching skills to engage children in their learning, skilfully weaving next steps into children's spontaneous play. This means that children learn in playful but meaningful situations. Occasionally, some adult-led activities become over directed and children's thoughts and ideas are not always followed through. This means that they are not always able to process their thoughts and ideas. In addition, some routine experiences, such as welcome time and review time, last for too long and some children start to become restless.

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

Children have a secure bond with their key person, which is supporting their emotional well-being. They are praised for their achievements and are, consequently, very confident and proud of what they can do. Staff take children into school to prepare them for their move there. For example, they have physical education sessions in the school hall. They also have positive links with other early years providers, which promotes continuity of learning. Children are encouraged to be independent and to take care of their own personal needs. For example, children wipe a seat that has got wet after a shower of rain, before sitting down. The well-resourced outdoor area allows children to dig and climb and find out what their bodies can do. Staff support children develop skills, which involve them knowing how to safely use equipment, for example, using safety knives to cut their own fruit.

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

The manager regularly monitors children's progress and identifies any gaps in children's learning. She reviews whether it is the quality of teaching or a lack of resources that may be limiting the progress made. She addresses any concerns through regular supervision and appraisals, so that all staff are working at a consistently good level. As a result, all children are making good progress. The manager has robust recruitment and induction procedures for new staff to maintain the high standards that she has implemented. Staff have a good understanding of how to manage any concerns they may have about a child or member of staff. This means that safeguarding and welfare requirements are well met.

Setting details

Unique reference number	253471
Local authority	Lincolnshire
Inspection number	866743
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	40
Name of provider	Sturton Cygnets Committee
Date of previous inspection	15 October 2010
Telephone number	01427787053

Sturton Cygnets Pre-School was registered in 1993. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. This includes the manager who holds a level 5 and the deputy who has a level 6 qualification. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school is on a school site and has good links with the local children's centre.

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