

Cygnets Pre-School

Langford Village Community Primary School, Peregrine Way, Bicester, Oxfordshire.
OX26 6SX



Inspection date	2 December 2015
Previous inspection date	2 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- A strong management team leads the pre-school. Staff have worked tirelessly since the last inspection to make many improvements. These have significantly enhanced the quality of teaching and the support for children's learning.
- Children enjoy very close relationships with the staff. This helps them to settle quickly and make good progress in their learning and development.
- As the pre-school now has sole use of its premises, the learning environment and organisation of the daily routine have significantly improved.
- Children arrive at pre-school happy and ready to learn. They approach the staff confidently for comfort and support and their individual emotional needs are met very well.
- Good attention is paid towards keeping children safe. The premises are warm and welcoming and provide a very homely, nurturing environment.

It is not yet outstanding because:

- Information about how children learn and the progress they make is not routinely shared with other settings children attend.
- Although staff regularly reflect on their practice and make improvements, the current procedures for self-evaluation do not help staff measure how well they are doing and strive for the highest level.

What the setting needs to do to improve further

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

- ensure information about children's learning needs and identified next steps are shared with other settings children attend.
- make better use of the self-evaluation process to help staff understand how to achieve the highest levels of care, and monitor progress towards this more robustly

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning both inside and outside.
- The inspector talked to staff about how they plan for each child's learning needs and measure children's progress. The inspector also asked staff about the pre-school's policies and procedures and checked staff knew what to do if they had concerns about a child's safety or welfare.
- The inspector carried out a joint observation with the pre-school manager to evaluate the quality of teaching and to see how well leaders and managers recognise good practice and know how to develop the skills of their staff.
- The inspector talked to children about what they enjoy doing at pre-school.
- The inspector talked to parents who were available on the day of inspection and asked them for their views on the quality of practice and the progress their children make at the pre-school.
- The inspector looked at some records and documentation including confirmation that staff have been suitability checked to work with children, records of staff training and qualifications, children's progress checks, the pre-school's development plan and safeguarding checks.

Inspector

Jo Caswell HMI

Inspection findings

Effectiveness of the leadership and management is good

Staff regularly reflect on their practice and know what needs to improve. For example, they have re-developed the outside area and this now provides a highly stimulating and inviting place for children to play and learn. Staff training is given high priority and regular supervision meetings, annual appraisals and team meetings mean staff keep their knowledge and skills up-to-date. Leaders and managers carry out regular observations of practice and help staff to identify any development needs. Safeguarding arrangements are effective. Staff have made themselves aware of new guidance and appropriate systems are in place to ensure that all staff remain suitable to work with children. Routine consultations ensure parents' and children's views are regularly sought and used to enhance the provision. Good use of the 'Communication Tree' helps to develop close communication between home and pre-school.

Quality of teaching, learning and assessment is good

Children benefit from high quality teaching. Staff know the children well and understand how they prefer to learn. Many opportunities are provided for children to explore freely and develop their knowledge and skills. For example, on the day of inspection, children enjoyed being the 'Christmas elves' and wrapping presents to put under the tree. The activity covered all areas of learning and good emphasis was given towards encouraging children to think creatively, to solve problems and to use their imagination. Good mathematical teaching was introduced as staff helped children use comparative language, such as 'longer than' and 'shorter than' when using the tape and ribbons. Staff deployment is good. Staff sit with the children and allow them time to find different ways of doing things. Good support is given to developing children's language and communication skills. For example, during the 'Hello' greeting song, children combine words with relevant signs.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at pre-school. They behave well and play happily together as staff help children develop good social skills. For example, the group snack time helps children learn to listen to one another and talk confidently as part of a group. There are good opportunities for children to become independent. For example, they butter their toast at snack time. They understand the importance of personal care routines and become increasingly confident, especially with hand washing routines and taking coats and aprons on and off. Every child is valued within the pre-school and staff teach children the importance of respecting one another. Low level displays help children see their work displayed creatively. This boosts children's self-esteem and helps them develop important skills to support their future learning.

Outcomes for children are good

Staff plan a stimulating and varied range of activities, both inside and outside, which interest children and offer relevant challenge. New assessment arrangements mean staff can now more closely monitor the progress of all groups of children and ensure any gaps in learning are quickly closed.

Setting details

Unique reference number	EY267146
Local authority	Oxfordshire
Inspection number	1006258
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	16
Number of children on roll	43
Name of provider	Cygnets Pre-school Committee
Date of previous inspection	2 December 2014
Telephone number	01869 369021

Cygnets Pre-School registered in 2003. It operates from premises within Langford Village Community Primary School in Bicester, Oxfordshire. It is run by a voluntary management committee. Children have access to an enclosed outdoor play area. The pre-school operates morning and afternoon sessions during school term times from 8.45am until 3.15pm, Monday to Friday. Places are available as wraparound care for three- and four-year-old children attending the on-site nursery class. The pre-school is registered on the Early Years Register. There are currently 43 children aged under five years on roll. The pre-school supports children learning English as an additional language and children with special educational needs and/or disabilities. Funding is accepted for the provision of free early education for children aged two, three and four years. The pre-school employs seven members of staff; of whom six hold relevant qualifications at levels 2 and 3.

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