

Cygnets Pre-School and Breakfast Club



Hampton Children's Centre, Hargate Way, Hampton Hargate, PE7 8BZ

Inspection date 9 December 2015
Previous inspection date 6 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Key-person relationships are strong and children have developed close emotional bonds with staff. They know the children well and plan effectively for each individual child based on their interests and developmental needs.
- The quality of teaching is good. Staff plan and deliver a broad range of interesting activities, both inside and out, that provides children with good opportunities to be active and engage in exploratory play.
- Staff value the very good partnerships in place with parents. They are well informed of all aspects of their children's care and progress on a regular basis. They are able to contribute to children's assessment records and receive ongoing information about how they can support their children's learning at home.
- Staff provide good support for those children who speak English as an additional language. Their learning needs are quickly identified and they receive targeted support from bilingual staff. This helps children to quickly gain skills in understanding and speaking English in the setting.
- Staff make very good use of the local community and the wider city to help children gain an understanding of the world around them. They buy food from the local shop and visit the hairdressers and vets. Children take part in a Christmas production in the cathedral.

It is not yet outstanding because:

- Effective systems to check the precise progress that different groups of children are making in the pre-school are not yet in place.

What the setting needs to do to improve further

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

- sharpen the focus on checking the assessments of different groups of children to ensure they make the best progress possible in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate clear knowledge and understanding of how to report concerns about children in their care. Clear recruitment and vetting of staff help to ensure children are cared for by a suitable staff team. Staff attend regular child protection training and are all aware of children's individual needs and family backgrounds to ensure they receive good support. Staff are involved in decision making and supported well in their professional development. Through regular supervisions, staff are encouraged to enhance their knowledge and understanding of good practice by attending courses that benefit themselves and the children. The manager and her staff demonstrate good capacity for ongoing improvement, as an effective system for self-evaluation is in place. Partnerships with external agencies and other providers are good.

Quality of teaching, learning and assessment is good

Children enjoy their time in the setting. They are keen to explore and investigate. A new fairy garden provides great interest and children visit magical kingdoms in their role play. Staff adapt their day well to follow children's emerging interests. They help young children to make a den. They support older children to make paper masks so they can pretend to be animals. Children's communication and language development are promoted well throughout the pre-school. Staff listen and talk to children to promote their speech. They introduce new words to widen their vocabulary and show a genuine interest in what they say and do. Older children are able to write their name which helps to prepare them well for learning further literacy skills at school. Strong relationships have formed with local schools to support children as they prepare to move on to their new learning environment. Teachers visit and children spend time in the school environment.

Personal development, behaviour and welfare are good

Staff create a welcoming and friendly atmosphere. Parents are cheerfully greeted as they enter the building and there is a clear appreciation of the different backgrounds of the children who attend. Children are confident and, in general, behave well. Staff are consistent in their handling of any small conflicts and offer sensitive and timely support where necessary. Through gentle reminders, young children learn to play cooperatively with their peers. Children are praised by staff for their efforts and achievements. The garden is used well as a positive learning environment and children are provided with physical challenges in their play. Younger children enjoy music and movement sessions and enthusiastically follow the actions of the staff. Staff provide children with a safe environment in which to learn and are deployed well both inside and out, to provide continuous supervision in the busy environment.

Outcomes for children are good

Children make good progress in their learning. Staff make constant observations of children in their play to ensure gaps in their learning are quickly identified and planned for. Children have many opportunities to gain skills in becoming independent and confident learners.

Setting details

Unique reference number	EY430323
Local authority	Peterborough
Inspection number	853076
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	66
Number of children on roll	119
Name of provider	Family Action
Date of previous inspection	6 February 2012
Telephone number	01733892858

Cygnets Pre-school and Breakfast Club was registered in 2011. The pre-school employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2, 3 or 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.40am until 11.40am and from 12.10pm until 3.10pm. Lunch club is offered from 11.40am until 12.10pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs, and those who speak English as an additional language.

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