

<b>Inspection date</b>	8 December 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not use their observations and assessments effectively to plan challenging activities that promote children's progress and prepare them well for future learning.
- Staff do not obtain information about persons who have parental responsibility for children in their care.
- The manager does not yet use information gained from monitoring different groups of children to narrow any gaps in their learning.
- Partnerships with other early years settings that children attend are not fully developed. Children's ongoing achievements and next steps in development are not shared to ensure consistency in their learning.

### It has the following strengths

- Staff have developed strong links with the feeder schools that children will move to. They take children to visit the school's library where teachers read stories to the children. This helps children to develop their concentration and listening skills.
- Children are developing their independence and self-care skills. They undertake small tasks, such as helping to wash the pots after snack time and cut up their own fruit. This helps them to take responsibility for their well-being and safety.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	<b>Due Date</b>
■ ensure assessment is consistently used to inform the planning of challenging activities that are fully matched to the children's learning needs, and therefore, helps them to make good progress	29/12/2015
■ obtain information from parents about persons with parental responsibility.	15/12/2015

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

- use the information gained from tracking a range of different groups of children, in order to identify more precisely any specific interventions that are needed
- devise ways to work in partnership with other early years providers to share ongoing information about children's learning and development.

### Inspection activities

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

### Inspector

Hayley Ruane

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Managers and staff have established effective partnerships with parents. However, partnerships with other early years settings that children attend are not fully effective in supporting continuity in children's learning. Staff seek emergency contact details for children when they first start. However, they do not gain information about persons who have parental responsibility for the child. Staff provide good support for disabled children and those who have special educational needs. They provide focused activities to help them progress in their development. The manager monitors individual and groups of children's educational programme. However, this process is not yet fully effective to have an impact on narrowing the gaps in children's learning. The arrangements for safeguarding are effective. Staff know what to do should they have any concerns regarding a child's welfare. Recruitment procedures are robust to ensure only suitable adults work with children. The managers use self-evaluation to reflect on the overall quality of the provision. They have identified areas for development and demonstrate that they have the capacity to implement improvements.

### **Quality of teaching, learning and assessment requires improvement**

Staff use a variety of teaching strategies to engage children in play. Children are eager to participate and show high levels of engagement in activities. Staff observe and assess the progress children are making. However, they do not use this information effectively to identify the next steps in children's learning. Consequently, they do not plan activities that will challenge children and help them to make good progress. Older children develop their understanding of mathematics. They use different textured materials to make and describe the parts of a snowman. They tell staff how many eyes they want to use and decide how many buttons the snowman needs. Children recall events in a story and remember that a caterpillar comes out of a cocoon, saying to staff, 'I'm very clever'. Younger children develop muscles in their hands as they use paint brushes to make marks on large paper. Children enjoy singing songs as they wash their hands and wait for lunch to arrive.

### **Personal development, behaviour and welfare require improvement**

Staff are consistent in their behavioural expectations. Children develop confidence and behave well. Settling-in arrangements are effective in meeting children's emotional needs when they first start. Younger and older children have opportunities to join together to develop their social skills. They enjoy a wide range of healthy meals and snacks. Staff provide children with drinks during mealtimes. Children enjoy being outside and access a range of resources to support their learning. They experience challenges which develop their physical skills as they negotiate the sloped ground to the outside area. This allows children to problem solve and manage their own risks.

### **Outcomes for children require improvement**

All children, including those in receipt of funding, make some progress in their learning and development. However, they are not always effectively supported to make the best possible progress in readiness for school.

## Setting details

<b>Unique reference number</b>	EY482382
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	992168
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Little Cygnets Partnership
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01469589867

Little Cygnets was registered in 2014. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, three at level 3 and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those who have special educational needs.

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