

# Cygnets Day Nursery

Hartwood House, High Street, Bordon, Hampshire, GU35 0AU



## Inspection date

2 June 2016

Previous inspection date

16 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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:

- The quality of teaching is variable. The manager does not ensure that all staff have sufficient knowledge and skills to support the youngest children's learning. Where children are identified as not making typical progress, suitable activities are not always provided to support their learning and development.
- The youngest children do not consistently make good progress, particularly in their communication and language development.
- The manager does not monitor the effectiveness of mentoring and training programmes. She is unaware that the youngest children do not receive good learning support, or that staff do not make the most of what they learn on training to improve outcomes for children.
- At times, the background music in some rooms is loud and distracts children from activities. They struggle to listen and to be heard. This is not conducive to their communication and language development.
- Staff do not provide opportunities for the youngest children to lead their own creative play, to build on their exploration, and develop their own ideas.

### It has the following strengths

- Children settle happily and develop secure relationships with staff, who meet their care needs.
- Staff develop good relationships with parents. They share useful information to provide good continuity of care. Parents receive information about their children's progress.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure that staff who work with the youngest children, have sufficient knowledge and skills to meet their learning needs, particularly when supporting children's communication and language development	30/06/2016
■ monitor the effectiveness of staff training and ensure staff make the most of their knowledge and skills to promote good-quality learning experiences for all children.	30/06/2016

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

- create more opportunities for the youngest children to develop their listening and speaking skills
- strengthen opportunities for the youngest children to lead their creative play, to develop their sensory experiences, and use their own ideas.

## Inspection activities

- The inspector spoke to staff, children and the manager at appropriate times and observed activities in the indoor and outdoor play areas.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector toured the parts of the setting that are used by children.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of the suitability of the staff team, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.

## Inspector

Tara Naylor

## Inspection findings

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

The management team has made some improvements to the nursery since the last inspection. For example, the managers and staff have improved communication with parents. However, the manager does not always use self-evaluation to identify all areas that require improvement, such as checking staff knowledge and skills, and the quality of teaching in the nursery. Staff attend regular training, but the manager does not check that staff use new skills effectively to improve outcomes for children. For example, visual resources recently introduced in the nursery are not used by staff to promote the youngest children's communication skills as planned. Safeguarding is effective. Staff know how to keep children safe and what action to take if they have concerns about a child's welfare. Staff are deployed effectively, supervise children appropriately, and maintain a safe environment. All required records are appropriately maintained.

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

Staff do not all promote children's learning and development well. Older children benefit from staff who actively engage with them. For example, children listen with enthusiasm to stories and guess what will happen next. However, at times, the youngest children do not receive enough support to lead their own play and they become frustrated, and lose interest in activities. Staff complete observations and assessments to identify where children are in their learning, but not all staff identify where children are not making good progress. Staff in most groups plan for the children's next steps in learning. However, staff, particularly those working with the youngest children, do not always plan and provide suitable support to quickly close gaps in children's learning.

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

Children behave well. They learn how to take turns and share resources, and play cooperatively. Staff teach children about suitable hygiene routines, for example through daily activities. Children eat healthily and develop their physical skills well. For example, they enjoy using the cars and scooters as they confidently learn to navigate their way around the outdoor environment. All staff are attentive to children's emotional needs; they provide cuddles and reassurance so that children settle happily.

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

Not all children make typical progress for their age, including those for whom the provider receives additional funding. The Youngest children in particular do not make sufficient progress in their communication and language development. Older children are keen to learn and enjoy experiences that engage and motivate their curiosity. They enjoy practising mathematical skills; for example, they enthusiastically count and sort objects into size order. Overall, children acquire some useful skills in readiness for school.

## Setting details

<b>Unique reference number</b>	EY272736
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1028610
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Cygnets Day Nurseries Ltd.
<b>Registered person unique reference number</b>	RP521792
<b>Date of previous inspection</b>	16 September 2013
<b>Telephone number</b>	01420 487000

Cygnets Day Nursery registered in 2004 and is located in Bordon, Hampshire. The nursery opens Monday to Friday from 8am to 6pm, for most of the year. The nursery receives funding to provide free early education for children aged two, three and four years. Of the 22 staff who work at the nursery, 18 work directly with children. 17 staff hold appropriate early years qualifications at level 3 or above and one member of staff has qualified teacher status.

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