

Little Cygnets

Unit 3/4, Yarborough Court, Ulceby, DN39 6RZ



Inspection date	1 December 2016
Previous inspection date	8 December 2015

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

- Staff take time to establish strong relationships with children and parents. Information is regularly shared between home and nursery, and staff fully involve parents in their child's learning. Children are safe, happy, settled and making good progress as a result.
- Children, particularly babies and young toddlers, receive lots of praise and encouragement from staff and are learning to be confident and independent. This prepares them well for their next stage in learning, including school.
- Leaders and staff have worked hard since their last inspection to develop a robust system for accurately checking children's progress and carefully planning and providing for their next steps. This helps children at risk of falling behind, to quickly catch up.
- Staff are motivated and empowered by leaders to take on extra roles and responsibilities and develop their areas of expertise. This results in high levels of staff morale and a shared drive to achieve the best outcomes for children.
- Robust processes are in place to assess and minimise risks to children whilst encouraging and enabling children to physically challenge themselves and take safe risks.

It is not yet outstanding because:

- Current processes for coaching and mentoring staff to continuously improve the quality of teaching are not securing consistently exceptional standards across the two units.
- Staff do not always fully consider how to differentiate their teaching, particularly during adult led activities, to ensure that children at different ages and abilities are appropriately challenged to make the best possible progress.

What the setting needs to do to improve further

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

- enhance processes to monitor and improve the quality of teaching to an even higher level, through more effective coaching and mentoring, so children make exceptional progress
- improve teaching, particularly during adult led activities with older children, to ensure their range of abilities are fully considered, staff have high expectations of all children and they are appropriately challenged.

Inspection activities

- The inspector observed children taking part in a range of activities in each of the units as well as the outdoor play area.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher HMI

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff constantly review their practice and set clear targets for improvement. They fully utilise the support and guidance from the local authority and other professionals. Leaders meet with staff regularly and enable them to access a wide range of training. This helps secure even better outcomes for children. Safeguarding is effective. Staff confidently follow policies and procedures, including making referrals and working with other professionals. This helps protect children and supports their learning and development. Staff receive regular updates to secure their knowledge and understanding of broader aspects of safeguarding. Clear recruitment, induction and mentoring processes are in place so the right staff are appointed and supported in their new role.

Quality of teaching, learning and assessment is good

Staff know their key children well. They gather information from parents and other settings children may attend, to help assess their starting points and ongoing learning and development needs. These checks are carefully moderated by leaders and the local authority to ensure they are accurate, which schools value. Staff are well deployed to play alongside children to support and extend their learning. For example they role play and dress up with the children, whilst using these opportunities to model language and social skills. Staff encourage children to think for themselves and solve problem through their effective use of questioning and dialogue. However, they do not always have sufficiently high expectations to fully challenge older and more able children.

Personal development, behaviour and welfare are good

The large outdoor area provides lots of opportunities for children to be physically active, explore, investigate, role-play and use their imagination. Staff use this provision well to encourage boys who prefer to be outdoors, to take part in activities to promote their communication, language and writing skills. Staff consistently use positive praise and communicate expectations well. Consequently, children are well behaved, listen and follow routines and instructions, in readiness for school. Full use is made of the local business and services to help provide children with a broad understanding of the community they live in. Children visit the local café, wedding shop, hairdressers, vets, mobile library and post office. Visitors to the nursery help children learn about life outside their immediate community, for example, exploring African music and instruments.

Outcomes for children are good

Leaders carefully consider how to spend any funding they receive for particular children, and secure interventions early on, quickly improving their outcomes. Staff work well with local schools to make sure children have the skills they need to be well prepared for this next stage in their learning. Children with speech and language delay and non-verbal babies and toddlers are enabled to communicate with staff and each other through the use of Makaton. Children engage well in play and activities, often showing great imagination and perseverance to complete tasks. Parents are very happy with the progress their children are making.

Setting details

Unique reference number	EY482382
Local authority	North Lincolnshire
Inspection number	1045222
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 10
Total number of places	30
Number of children on roll	61
Name of provider	Little Cygnets Partnership
Date of previous inspection	8 December 2015
Telephone number	01469589867

Little Cygnets was registered in 2014. It provides care for children from two separate units adjacent to each other. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, one at level 4, five at level 3 and two are working towards a level 3. 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 including early years pupil premium. The nursery supports pupils who have special educational needs and/or disabilities.

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