

Cygnnet Preschool

c/o Swanmead Community School, Ditton Street, Ilminster, Somerset, TA19 0BL



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| Inspection date | 22 June 2017 |
| Previous inspection date | 22 April 2015 |

| 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

- The manager is passionate about providing a high-quality early years provision for children. She identifies areas to improve successfully through regular evaluation of staff practice to enhance outcomes for children. For example, following the last inspection, staff provide children with a good range of opportunities to develop their early writing skills.
- Staff use detailed observations and assessment systems well to track children's progress accurately. They identify children's next steps in learning precisely and plan exciting activities to support their learning. All children, including those who receive additional funding, enjoy their learning and make good progress.
- Staff form strong relationships with parents. For example, they visit children at home before they start, keep parents well informed about their child's progress and lend resources to parents so they can support their child's learning at home.
- Staff work closely with schools and other settings children attend, sharing information frequently to help complement children's learning and development.
- Staff are good role models and help children to be kind and thoughtful. Children take turns and share, needing only occasional, gentle reminders from staff to reinforce this.

It is not yet outstanding because:

- Staff do not consistently extend children's learning and build on learning opportunities that arise during planned activities.
- On occasion, staff miss opportunities to develop children's awareness of how to keep themselves safe during their active play, to avoid potential accidents.

What the setting needs to do to improve further

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

- provide children with further challenge during more activities to extend their learning
- develop children's understanding of how to keep themselves safe during their active play.

Inspection activities

- The inspector observed children and staff engaged in activities indoors and outdoors.
- The inspector conducted a joint observation with the manager and met with her at appropriate times throughout the inspection to discuss how she monitors and supports staff.
- The inspector looked at a range of relevant documentation, including policies and children's assessment records.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Petra Morgan

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager checks staff's ongoing suitability rigorously. She and all staff know how to act on any concerns they may have about a child's welfare. The manager supports staff effectively to develop their skills, such as through observing each other's practice and providing frequent professional development opportunities. This has successfully improved how staff support children's physical development. The manager monitors children's development well, including specific groups of children, and provides support swiftly if children need further help with their learning. She uses additional funding effectively to provide any resources or activities needed for individual children, to meet their individual learning needs.

Quality of teaching, learning and assessment is good

Children make their own choices about what they play with and where they play in the well-resourced learning environment. They demonstrate high levels of curiosity, such as when they dig for worms in the compost. Staff develop children's communication and language skills effectively. For example, they introduce new words and engage children in conversations during activities. The oldest children are confident speakers and express their thoughts and ideas competently. Staff encourage children to be imaginative in their play. For example, children show great delight as they read and write in the 'school' role-play area. Children develop their awareness of the local community well. For example, they go on trips with staff in the locality, such as to the arts centre and market.

Personal development, behaviour and welfare are good

Children form secure attachments to staff, which supports their emotional well-being effectively. They learn to be increasingly independent. For example, children put on their own shoes and proudly take responsibility for simple tasks, such as shaking the tambourine to let others know it is ready for tidy-up time. Staff teach children about healthy lifestyles successfully. For instance, they talk to children about looking after their teeth and children grow fruit and vegetables in the allotment. Children develop their physical skills well as they climb, balance and bounce balls outside. They develop an awareness of how the weather affects them. For example, they know they need sun hats and sun cream when the sun is hot.

Outcomes for children are good

Children develop good skills to support them in their future learning and the move to school. They are confident, curious and well-motivated to learn. Children develop good mathematical and early literacy skills. For example, they eagerly count, compare the different sizes of objects and recognise numerals. The youngest children enjoy making meaningful marks, and the oldest children recognise the sounds that letters make and the written names of their friends.

Setting details

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| Unique reference number | 142775 |
| Local authority | Somerset |
| Inspection number | 1089631 |
| 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 | 24 |
| Number of children on roll | 44 |
| Name of registered person | Cygnet Pre-School Committee |
| Registered person unique reference number | RP907208 |
| Date of previous inspection | 22 April 2015 |
| Telephone number | 01460 57444 |

Cygnet Preschool registered in 1995. It operates from a detached building in the grounds of Swanmead Middle School near to the centre of Ilminster, Somerset. The pre-school is open five days a week from 9am until 3pm, during school term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs six members of staff. Of these, four hold a level 3 qualification and two hold a level 2 qualification.

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