

Sturton Cygnets Pre-School



Sturton by Stow Primary School, School Lane, Sturton by Stow, Lincoln, Lincolnshire, LN1 2BY

Inspection date	22 September 2017
Previous inspection date	26 March 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 places a high priority on promoting children's safety. She ensures that staff have a good understanding about how to manage and minimise risks without limiting opportunities for children's development.
- Staff have well-established procedures in place to observe and monitor children's learning. They follow children's interests and identify what children need to learn next. Staff involve parents in their child's learning, for example, by asking them about how they would like staff to continue to support their child's learning.
- The manager helps new children to settle well into the pre-school. For example, she provides opportunities for parents and children to talk to her at the local children's centre. She provides them with information about what experiences their children will be offered at the pre-school.
- Children are confident and demonstrate that they feel safe and are emotionally secure. They develop strong attachments with staff who meet their needs well.

It is not yet outstanding because:

- Although the manager provides good support for staff to keep their knowledge of child protection up to date, she does not consistently focus as well on their individual teaching practice to help improve the quality of provision to an even higher level.
- The manager and staff have not fully established an effective two way exchange of relevant information with other settings that children attend to support children's learning further.

What the setting needs to do to improve further

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

- extend professional development to help raise teaching skills to the highest level
- establish more effective relationships with other settings children attend and consistently exchange information to support children's learning further.

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 spoke with staff and children during the inspection.
- 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 and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know the signs that may indicate a child is at risk of significant harm. Recruitment procedures are robust and ensure that staff are suitable in their roles. The manager monitors the progress made by individuals and groups of children. Recent assessments have helped her to provide boys with further opportunities to develop their understanding of the world. The manager and committee evaluate practice and identify where changes can improve outcomes for children. For example, they raise funds to provide children with more opportunities to explore outside. Staff invite teachers to the pre-school to see the children before they start school. They take children to join the host school for special events, such as a nativity play. This helps children to become familiar with the people and environment they will move on to.

Quality of teaching, learning and assessment is good

Staff are well qualified and know children well. Children settle quickly and separate from their parents with encouragement from staff. Children make good progress in their communication and language skills. Staff work well in partnership with other professionals to provide targeted support to help children develop their speaking skills. Children join small-group activities that helps to promote their listening and attention skills. Staff provide opportunities for children to develop their mathematical skills. For example, children match shapes and colours when they first arrive. Staff ask children to count the number of children present. Children have opportunities to learn about different occupations. Staff talk to children about their parents' occupations as they use sand and water to make cement.

Personal development, behaviour and welfare are good

Children enjoy carrying out small tasks to help develop their sense of responsibility. For example, staff allocate a 'helper of the day' who is responsible for preparing the snack. Children are provided with baskets to collect toys and objects from the floor before tidying them away. They demonstrate positive behaviour and learn to care for their environment. Staff are good role models, for example, they use sand timers as visual prompts to encourage children to take their turn to ride on tricycles. Children learn key skills in preparation for their move on to school. Staff encourage children to be independent. For example, children confidently select their coats before going outside and wash their hands before eating.

Outcomes for children are good

Children make good progress in their learning. They learn about healthy foods and help staff to plant and water vegetables in the garden. Children pick and eat these for snack. They develop their understanding of technology as they press buttons on a computer and use a simple program. Children learn to recognise letters and to say the initial sounds of words, helping to extend their literacy skills. They thoroughly enjoy being physically active in the well equipped and stimulating garden.

Setting details

Unique reference number	253471
Local authority	Lincolnshire
Inspection number	1090346
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	25
Name of registered person	Sturton Cygnets Committee
Registered person unique reference number	RP519164
Date of previous inspection	26 March 2015
Telephone number	01427787053

Sturton Cygnets Pre-School registered in 1993. The pre-school employs six members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one at level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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