

Cygnets Pre-School/Nursery

Swanscombe and Greenhithe Town Council, Council Offices and Hall, The Grove,
Swanscombe, Kent, DA10 0GA



Inspection date	8 December 2017
Previous inspection date	22 June 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

- Children make good progress from their starting points, including those who have special educational needs (SEN). Any gaps in children's learning or development are identified quickly and interventions put in place to stop them falling behind their peers.
- Staff know the children well. They know what children can do and what they are interested in. They plan stimulating activities that engage them in their learning and prepare them well for school.
- The manager shows a commitment to improvement and continually focuses on how she can improve the pre-school.
- Staff work closely with parents to help them understand how well their children are doing and how they can best support their learning and development at home.
- Children develop trusting relationships with key staff. They behave well and confidently share their thoughts and ideas. Staff listen and respond appropriately to their plans and their excitement during play.

It is not yet outstanding because:

- The manager does not make the best possible use of parents' and children's views when considering how to further improve the setting.
- Sometimes, large-group activities do not fully involve all children. This means some children do not benefit as much as possible from the learning opportunities available.

What the setting needs to do to improve further

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

- extend the evaluation of the provision to include parents' and children's thoughts and views more effectively
- support staff to adjust their teaching when needed during group activities, to help all children to fully participate and extend their learning as much as possible.

Inspection activities

- The inspector observed the quality of teaching and children's learning, inside and outside.
- The inspector held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with children and all staff. She spoke with parents and took account of their views.
- The inspector viewed a range of documentation, including children's records, development plans, complaints, recruitment records and policies and procedures.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are knowledgeable and fully understand the procedures to follow if they are concerned about a child's welfare. The manager works well with other professionals to help identify children who have additional needs. For instance, the pre-school works closely with external agencies to develop teaching strategies that support the communication and language of children who need extra help to catch up with their peers. The manager provides regular feedback to staff and supports them to improve the quality of their teaching. They have opportunities for professional development through ongoing training. Suitable recruitment and vetting arrangements are followed to help to ensure children's welfare and safety. The provider makes sure that Ofsted is aware of all committee members so relevant checks can be completed. She keeps a record of suitability checks conducted for staff and committee members.

Quality of teaching, learning and assessment is good

Staff observe and assess children and plan interesting activities and experiences based on the next steps in their learning. Key staff understand how children learn and are skilful in supporting and challenging children of different abilities. Staff support children to interpret their ideas and experiences during creative activities, such as when they make Christmas pictures with a range of items, including feathers. Children's interest in literacy is supported well. For example, children develop their vocabulary as they join in with familiar stories and recite poems together. Staff provide children with opportunities to develop their early writing skills, such as trying to write their names. Children learn about mathematics in their play. For instance, staff introduce language such as 'more than' and 'how many' as they play alongside children.

Personal development, behaviour and welfare are good

Children who have recently started at the pre-school settle in quickly. A visual timetable is used during registration, which helps to remind children of the routine of the session. Staff support children to develop independence. For example, children decide when they are ready to eat a snack and they hang up their own coats. Children behave well as staff give them clear guidance on what is expected. Staff get to know families well and talk with children about their home life, which helps them to feel valued. Staff recognise and praise children's efforts. Children develop their confidence and express themselves clearly, supported by staff who are considerate and thoughtful. Children learn about the lives of others and recognise similarities and differences between themselves and others. They enjoy plenty of opportunities for fresh air and physical exercise.

Outcomes for children are good

Older children are well prepared for school. They know the days of the week and confidently find their name card on arrival to put onto the self-registration board. Children are engaged in their learning and spend long periods of time focused on an activity. Children are sociable and chatty, and develop good friendships with their peers.

Setting details

Unique reference number	EY350289
Local authority	Kent
Inspection number	1093027
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 - 5
Total number of places	26
Number of children on roll	38
Name of registered person	Cygnets Pre School Committee
Registered person unique reference number	RP526905
Date of previous inspection	22 June 2015
Telephone number	077788 66051 or 01322 386111

Cygnets Pre-School/Nursery registered in 2007. The pre-school opens during term times, Monday to Friday from 8.45am until 11.45am and from 12.30pm until 3.30pm. There are six staff who work directly with the children, all of whom have appropriate early years qualifications at levels 2 or 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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