

Cygnets Preschool

St Joseph's Church and Parish Hall, Mount Street, Winshall, Burton Upon Trent,
Staffordshire, DE15 0JA



Inspection date

Previous inspection date

23 April 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 management team are knowledgeable and skilful in supporting staff's professional development. They provide high-quality support and coaching for staff, which ensures the quality of care and teaching is consistently good and continually improving.
- There is an extremely good focus on promoting children's literacy skills. As a result, children make strong progress in this area of learning.
- Staff are highly successful in promoting children's well-being. They are very skilful in helping children to manage their feelings and behaviour. Children's behaviour is good. They understand and follow rules, such as sitting and listening on the mat at circle time and waiting their turn to use resources.
- Staff develop positive relationships with parents. Parents are highly complimentary about staff and the progress their children make. Staff use many different ways to help parents to support their children's learning at home.

It is not yet outstanding because:

- Staff are not as well focused on providing opportunities for children to hear and use their home language so that those who are just beginning to learn to speak English as an additional language are fully supported.
- Staff do not always incorporate children's next steps in learning in daily activities, in order to raise the potential for them to make even better progress.

What the setting needs to do to improve further

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

- enhance opportunities for children to hear and use their home language, to fully support those who are just beginning to learn to speak English as an additional language
- focus more on incorporating children's next steps in learning into the daily planning of activities to provide them with even better opportunities to consistently make the best progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to the manager, staff and children at appropriate times. She looked at relevant documentation and checked the suitability of persons working on the premises.
- The inspector spoke to parents and took into account their written views provided by the manager.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is good

The management team have high expectations of themselves and staff. They foster a culture of self-evaluation, actively seeking and responding to the views of children, parents, staff and other practitioners. They use this information to continually identify well-targeted action plans that enhance children's experiences and progress. Children's progress is monitored closely and accurately and used to identify any further support children may need. Safeguarding is effective. The recruitment and vetting processes are robust and help to make sure staff are suitable to work with children. Managers and staff have a strong understanding about child protection issues. They know the correct procedures to follow if they have a concern about a child's welfare. All staff are vigilant in making sure children are kept safe as they play.

Quality of teaching, learning and assessment is good

Staff provide a stimulating range of activities and resources. They provide a good balance of adult-led and child led activities that motivate children to continually take part in play and learning. Staff use a wide and successful range of teaching strategies. They set fun challenges that encourage children to have a go, try new things and persevere. Staff model inquisitive behaviour and provide clear explanations and demonstrations to help children learn how to do things and find things out, such as how to use simple computer programs. Staff continually model new vocabulary and successfully engage children in conversations. They ask questions that help children to think and express their thoughts and ideas. They model and encourage the use of mathematical language and encourage children to solve simple problems of number, shape, size and measure.

Personal development, behaviour and welfare are good

Staff work well in partnership with parents to identify and meet children's needs. Staff give children all of the support they need to settle and play happily. They use prompts, choices and suggestions to help children to experience a sense of achievement. Children show pride as they spread toppings on their crackers, pour their drinks and learn to wash their hands thoroughly at snack time. They demonstrate friendly behaviour to others. They develop their physical skills and an understanding and enjoyment of managing risks appropriately as they use wheeled toys and balance and jump off larger equipment.

Outcomes for children are good

Children develop skills for their next steps in their learning and for school, when the time comes. Children become active and motivated learners who initiate their own play and follow their own interests. Children are eager to show what they know and can do and to try to do new things. Some children's progress exceeds what is expected of their age, particularly in their literacy skills. For example, they confidently and spontaneously recognise letters in the alphabet and use their phonic knowledge to make the sounds of letters in simple words. Children count and recognise small and larger numbers. They play creatively and imaginatively using the wider range of resources available to them.

Setting details

Unique reference number	EY498418
Local authority	Staffordshire
Inspection number	1040714
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	29
Name of registered person	Cygnets Pre-School - Birth to Five Committee
Registered person unique reference number	RP901109
Date of previous inspection	Not applicable
Telephone number	07519558825

Cygnets Preschool registered in 2016. The preschool employs six members of childcare staff. All of whom hold appropriate early years qualifications at level 2, 3, 4 and 5. The preschool opens from 8.30am to 3pm term time only.

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