

# Cygnets Pre-school

Langford Village Primary school, Peregrine Way, Bicester, Oxfordshire, OX26 6SX



<b>Inspection date</b>	28 June 2018
Previous inspection date	2 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes to their committee. This means that checks have not been carried out to ensure that all members are suitable to be involved in the running of the pre-school.
- Staff do not hold all children's interest and engagement during some planned activities with large groups of children.
- Staff miss some opportunities that arise to build on children's interest in activities, to extend their mathematical skills.

### It has the following strengths

- Managers and staff evaluate the provision regularly. They use feedback from parents and carers to help them make continuous improvements. Children make good progress in their development and are well prepared for moving on to school.
- The pre-school is extremely welcoming and inclusive. Staff work sensitively with children who have special educational needs and/or disabilities. They plan precisely for their learning and utilise strong partnerships with outside agencies. This ensures they make good progress in relation to their starting points.
- Children have formed close attachments with their key person. This helps them to settle quickly and supports their emotional well-being.
- Staff support children's physical and emotional well-being effectively. Children are confident and explore the environment indoors and outside with enthusiasm.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- ensure that Ofsted is provided with the necessary information to enable suitability checks to be carried out on committee members. 26/07/2018

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

- support the involvement of children of different ages when they take part in planned activities together
- make best use of opportunities that arise to further develop children's mathematical skills and understanding.

## 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 two joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## Inspector

Lianne McElvaney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has failed to notify Ofsted of all committee members associated with the pre-school. This means Ofsted has not been able to carry out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. However, the committee members do not have unsupervised access to children and are not involved in the recruitment of staff. The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well. The nursery is safe and secure, and robust recruitment and vetting procedures are in place. The manager ensures that staff access supervision and training. Parents are happy with the club and comment on the variety of experiences and activities that staff offer.

### **Quality of teaching, learning and assessment is good**

The well-qualified staff get to know children well. They provide lots of choices for children in their play. Children enjoy engaging in a variety of stimulating experiences indoors and outdoors. They use their imagination to explore resources. For example, children enjoy purposeful mark making in the role-play travel agency. They take bookings for holidays and make their own passports ready for travel. Staff have resourced the area well with travel brochures and examples of print, further supporting children's literacy skills. The manager and staff successfully support children who speak English as an additional language to develop their language well. Children's conversation is valued and staff spend time listening to children and engaging them in meaningful discussions. Staff assess children's progress regularly and can identify where children may require support.

### **Personal development, behaviour and welfare require improvement**

The provider has not ensured that all members of the committee have completed the required checks. This means that people in a position to influence decision making that affects children's well-being have not had their suitability verified. However, the pre-school has a calm and friendly feel, and children are warmly welcomed by staff. An effective key-person system is in place and staff understand the individual needs of all children. The outdoor play area offers children inspiring activities that promote their physical development and understanding of the world. For example, children enjoy digging in the sand pit as they look for fossils and dinosaurs. Children work together as a team, developing their social skills as they use a pump to pour water down pipes. This allows them to manipulate their outdoor environment, creating opportunities for creativity and problem solving. Snacks are nutritious and balanced.

### **Outcomes for children are good**

Children grow in confidence and gain strong social skills as they independently initiate their own play. All children are prepared with the key skills they need for the next stage in their learning. The manager effectively communicates with staff at the school on the same site. This ensures continuity in the learning for children who attend both settings.

## Setting details

<b>Unique reference number</b>	EY267146
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1128819
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Cygnets Pre-School Committee
<b>Registered person unique reference number</b>	RP909397
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	01869 369021

Cygnets Pre-school registered in 2003. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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