

Watermead Cygnets Preschool



Watermead Piazza, AYLESBURY, Buckinghamshire HP19 0FU

Inspection date	18 September 2018
Previous inspection date	4 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

The provision is good

- All children, including those who have special educational needs, enjoy their learning and make good progress. Staff make observations and know the children well, helping them plan effectively for children's individual development.
- Staff work well in partnership with other professionals to help support children's individual needs. Staff share information with parents, other professionals and other settings children attend to help support consistency in children's care and learning.
- Children behave well and are happy and settled. Staff are sensitive to children's individual needs, which helps to support their emotional well-being effectively.
- The manager and staff accurately identify priorities for improvements. They plan targets to help outcomes for all children. For example, they have successfully used their evaluation to organise the environment to support children's choice of play effectively.

It is not yet outstanding because:

- The management team does not use highly focused professional development opportunities to help raise the quality of teaching even further and help children achieve at the highest level.
- The management team does not make the best use of the information gained from analysing the progress of groups of children to identify all groups that may need additional support or further challenge.

What the setting needs to do to improve further

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

- enhance the programme of professional development to help raise the quality of teaching to a consistently high level
- build further on the arrangements for monitoring the progress made by different groups of children and support them to achieve at the highest possible level.

Inspection activities

- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector had a tour of the premises and observed the children taking part in activities and evaluated the impact on their learning.
- The inspector spoke with staff at convenient times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Claire Boparai

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of the signs and symptoms that may indicate a concern about a child's welfare. The management team uses efficient systems to recruit staff and monitor their ongoing suitability. This helps to make sure that children are supervised appropriately and cared for by suitable adults. Staff are well deployed to supervise children and pay close attention to health and safety. They are vigilant and carry out daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff attend training opportunities which help them implement positive changes to practice. For example, staff used ideas gained from training to further support children with their language development.

Quality of teaching, learning and assessment is good

The management supports staff well to help them monitor and assess development of individual children, this helps identify and close any gaps in their individual learning. Staff provide a range of activities that children are eager and confident to explore. For example children develop their small-muscle skills as they use scissors and persevere as they cut shapes and colour them in. Staff motivate children well and celebrate achievements, such as when children use scooters for the first time. Children become engrossed in activities that support their imaginations. For example, they pretend to make cakes with play dough and serve tea in the 'shop'. Staff support children effectively as they enjoy joining in with their favourite songs. For example, they repeat words to help them develop language skills.

Personal development, behaviour and welfare are good

Staff are aware of the importance of outdoor experiences and children have fun navigating around on scooters and weaving between cones. This helps to support children's health and physical development. Children's care needs are met and staff work with parents well. For example, they gather information about children's ongoing care needs. Children are emotionally secure and develop good attachments with their key person. Staff act as positive role models and praise children regularly, helping to build their self-esteem and confidence.

Outcomes for children are good

All children make good progress from their starting points and develop key skills which prepare them well for their future learning. Overall, they are independent and confidently make choices about their day. They take turns and play cooperatively. Children develop good concentration and use their imaginations as they explore, for example, the lenses of the cameras with staff.

Setting details

Unique reference number	140883
Local authority	Buckinghamshire
Inspection number	10060792
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	28
Number of children on roll	26
Name of registered person	Watermead Cygnets Pre-School Committee
Registered person unique reference number	RP904879
Date of previous inspection	4 December 2014
Telephone number	07776152637

Watermead Cygnets Preschool is run by a committee of parents, and operates from the community centre in Watermead, close to Aylesbury, Buckinghamshire. The pre-school is open Monday, Wednesday, Thursday and Friday from 8.30am to 1.30pm during term times, and Tuesday from 8.30am to 12.30pm. There are five members of staff, all of whom hold early years qualifications to at least level 2 in childcare. The nursery receives funding to provide free early education for children aged three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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