

<b>Inspection date</b>	30 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- All children, including those learning English as an additional language, make good progress overall from their starting points. In some aspects of learning, children make outstanding progress.
- Children's health and well-being are exceedingly well supported. Staff provide children with exceptional levels of support to help them overcome anxieties and deal with change. They use innovative strategies to help children understand the impact of certain behaviours. For example, staff use a large model of teeth with some play dough to show children the impact of biting.
- Staff provide play and learning resources of exceptional quality, which are specifically sourced and made to support children's individual needs and interests. The superb presentation of the indoor and outdoor environment is particularly impressive as staff have to set up and pack away the premises each day. Children remain absorbed in good-quality play and learning.
- The nursery is well led and managed. The provider/manager makes effective use of self-evaluation to identify and target priorities for improvement.
- Although parents and other early years providers involved in children's care are well informed about the nursery's activity plans and weekly learning focus, the arrangements for sharing information about children's individual next steps in learning are not fully established
- Staff do not always provide quite enough encouragement or inspiration for the most able children to practise writing for a purpose. For example, they write children's names on their pictures for them when they are capable of attempting this for themselves.

## What the setting needs to do to improve further

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

- establish more robust arrangements for including parents and other early years providers involved in children's care, in planning for and supporting children's individual progress, so that children receive the highest level of continuous support
- provide more encouragement and inspiration for the most able children to attempt to write for a purpose.

### Inspection activities

- The inspector observed children engaged in play and learning indoors and in the garden.
- The inspector sampled a range of documentation relating to safeguarding and staff's suitability, and discussed children's progress with staff.
- The inspector sought and took account of the views of parents.
- The inspector held a meeting with the provider and conducted joint observations with her and the deputy manager.

**Inspector**  
Amanda Tyson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff carry out thorough risk assessments, which are effective in keeping children safe. The provider/manager and staff are clear about the procedures to follow if they are concerned about any aspect of children's welfare and attend relevant training for their individual roles. Procedures for recruiting, vetting and inducting new staff are robust. Staff receive good support to gain higher level qualifications. The provider is extremely focused on seeing identified improvement plans through to fruition, such as developing the provision for role play and providing staff with more training to help them develop expert teaching skills. The progress of groups of children is well tracked by the provider. She promptly identifies and targets any gaps in children's development, such as children's access to mathematical learning and use of technology. Parents are very well informed of the nursery's operational matters and weekly group learning plans.

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

Staff complete detailed and insightful observations and accurate assessments on children. Parents are well informed of children's achievements, albeit not always what the precise plan is for supporting their next steps in learning. Staff promote and teach letters and sounds very well. They note children's developing interests, such as with skeletons and treasure, and use these to plan exciting activities, such as adding toy coins and bones for children to find in the sand. Staff engage children in highly interesting and worthwhile conversations. They make comments and ask questions that inspire children's thinking and encourage them to test out and develop their own ideas, such as making models and experimenting with water channelling.

### Personal development, behaviour and welfare are outstanding

Staff help children extremely well to gain an understanding about their immediate and wider world. For example, children take part in community activities, such as laying their self-made poppies at the war memorial to mark Remembrance Day. Staff make excellent use of visual aids to encourage children's independence and to support their understanding. For example, at snack time, children follow picture instructions to determine how many spoonfuls of raisins or pieces of different fruit to serve themselves. Children's behaviour is exemplary. They are extremely clear about the nursery's 'golden rules', form firm friendships and are extremely welcoming of new children to the setting.

### Outcomes for children are good

Children are well prepared for moving on to school. They are immensely sociable and good natured and this is well demonstrated by their enthusiasm to tell jokes and share their news and ideas during 'carpet time'. Children are clearly inspired by staff as they take great delight in pretending to be the teacher reading a story and then announcing, 'It's time for phonics now'. Older children have a good grasp of letter sounds and are beginning to blend them together. They enjoy applying mathematical skills, such as for weighing and measuring. Children are rapidly becoming confident in using technology, such as two-way radios.

## Setting details

<b>Unique reference number</b>	EY536385
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10076722
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Gelver, Rebecca
<b>Registered person unique reference number</b>	RP536384
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07789037297

Cygnets Nursery re-registered at its current site in 2016 and operates from a hall in Shepperton, Middlesex. The nursery operates Monday to Friday during term time, between 8.30am and 3.30pm. The provider is the manager and she holds a level 6 qualification in early years childcare and education. One member of staff has a level 5 qualification and four hold qualifications at level 3. The nursery is in receipt of early education funding for children aged two, three and four years.

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