

# Cygnets Pre-school

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



<b>Inspection date</b>	15 May 2019
Previous inspection date	28 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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 pre-school is led by committed and enthusiastic managers. They have high expectations of themselves, staff and children. The managers reflect on the quality of the provision well, including taking account of the views of parents, children and staff. They use the information they gain effectively to help shape future improvements. The areas identified at the previous inspection have been successfully addressed.
- Children are happy and settled at the pre-school. They develop positive relationships with staff, who are kind, caring and supportive. Children behave well and receive plenty of praise and encouragement from staff. This helps develop children's self-esteem and confidence effectively.
- Children enjoy an exciting, stimulating and welcoming environment. The very well-resourced indoor and outdoor learning environments offer interesting and varied activities. These are very effective in engaging children in their play.
- Staff provide good quality interactions with children. For instance, they get down to the same level as the children when talking to them. At times, staff do not provide time for children to think and respond with their own thoughts, such as when asking questions.
- Staff form strong partnerships with parents, other settings children attend and professionals. Staff communicate effectively with everyone involved in children's care, which promotes a consistent approach in meeting children's care and learning needs.
- Staff know their key children very well. They show a secure understanding of children's development and what they need to learn next. Children make good progress from their individual starting points and gain the skills ready to move on to school.
- The managers provide good support to staff to help develop their skills and knowledge. For example, they encourage staff to undertake further training to gain qualifications. The monitoring of staff's practice is sometimes not focused sharply enough to further identify and address improvements to teaching and raise this to a higher level.

## What the setting needs to do to improve further

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

- build on the existing good monitoring of staff practice to more precisely identify improvements to develop the quality of teaching to the highest level
- develop staff's further awareness of providing children with time to think and respond, such as when asking questions.

### Inspection activities

- The inspector observed staff's quality of teaching and the activities and resources available to children indoors and outdoors.
- The inspector spoke to the managers, staff and children during the inspection.
- The inspector completed a joint observation of an activity with one of the managers.
- The inspector sampled documents, including evidence of staff and committee's suitability checks, children's records and policies.
- The inspector reviewed written feedback from parents and spoke to parents available on the day to take account of their views and opinions.

#### Inspector

Sheena Bankier

## Inspection findings

### Effectiveness of leadership and management is good

The managers track and monitor children's development and progress accurately. They use the information to identify and address any gaps in learning successfully. Staff take responsibility to review the areas of learning to support children's outcomes. This, along with further training, has helped improve children's learning experiences, such as their mathematical development. Safeguarding is effective. Staff understand and know their roles and responsibilities in keeping children safe from harm. They have a good understanding of how to recognise concerns about children's welfare and what to do if they are worried about a child. Parents speak highly of the staff and their children's experiences. Staff involve parents well in their children's learning. For instance, weekly emails and activities' suggestions support children's learning at home.

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

Staff provide good support to children who need some extra help in their learning and development, including those learning English as an additional language. For example, they name objects and repeat words to help children develop their understanding and vocabulary. In addition, staff use signing and provide resources, such as books in English and in other languages children speak at home. Staff encourage children to count and develop their understanding of how numbers change. They introduce mathematical language, such as 'full' and 'empty' when children fill containers. Staff plan activities with careful consideration and adapt these for the different ages and abilities of children. For instance, in a group game, younger children were encouraged to have a go by themselves first before staff asked older children to help them. This helped to keep all children engaged in learning. Staff provide 'interactive' story times, such as giving children props that relate to the story to support their engagement.

### Personal development, behaviour and welfare are good

Children develop an effective understanding of safety and how to keep themselves and others safe. For example, children help staff risk assess the outdoor area before the whole group goes outside. Children use challenging equipment to develop their physical skills. During the inspection, children climbed onto the large tyre and balanced and moved around with skill and coordination. Staff guide children's behaviour sensitively and positively. They provide a strong role model to children in how they talk and interact with others. This helps children develop positive social skills, including learning to use good manners. Children develop a good sense of responsibility, such as helping to carry cups outdoors to provide drinks to their friends.

### Outcomes for children are good

Children are interested and motivated learners who gain the skills to help prepare them for their next stage in learning. For example, older children write for a purpose, such as asking their friends what snack they would like and writing this down. Children become confident to speak in front of a group. They develop their concentration very well and engage with enthusiasm during activities that hold their interest. Children develop their independence well. They learn to do things for themselves, including finding their hats to go outdoors, and spreading their toast and peeling fruit at snack time.

## Setting details

<b>Unique reference number</b>	EY267146
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10085063
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Cygnets Pre-School Committee
<b>Registered person unique reference number</b>	RP909397
<b>Date of previous inspection</b>	28 June 2018
<b>Telephone number</b>	01869 369021

Cygnets Pre-school registered in 2003. It is located in Bicester, Oxfordshire. The pre-school is open during term time only, Monday to Friday from 8.45am to 3.15pm. The pre-school receives early education funding for children aged three and four years. There are eight members of staff employed to work with the children. Of these, five hold appropriate early years qualifications at level 3 and a further two hold level 2 qualifications.

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