

Inspection of Mount Scar Cygnets Playgroup

Swanage Primary School, Mount Scar, Swanage, Dorset BH19 2EY

Inspection date: 19 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival and show how secure they feel as they move freely around the setting and choose what to do. They have easy access to a large range of resources that capture their interest. For example, they chose a basket of toys and told staff they would like to take it outside. Staff agreed that this was a good idea and enabled them to do so. Children enjoy warm relationships with staff and confidently ask them to join in with their play. Staff make good use of the environment to support children's learning. For example, they are carefully deployed to ensure that children can use the well-resourced outside play area throughout most of the day. Outdoors, children concentrated on building a large stretch of train track and others enjoyed the sand pit where they counted out loud as they used a spade to fill a container. Staff have high expectations of children. For example, younger children are encouraged to say 'good morning' at circle time and to pour their own drinks. Staff know the children well, which generally enables them to incorporate children's interests and next steps of learning into both planned and child-led activities. Children are well behaved. They play together happily and respond positively to staff reminders to use good manners. Children learn about differences and similarities. For example, there is a display to help children learn that there are different types of families. Children learn about disability as they listen to a story about a girl who uses a wheelchair.

What does the early years setting do well and what does it need to do better?

- Children are engaged and interested in a wide range of activities that help them to make good progress and prepare them for future success. Staff value their ideas and enable them to follow their interests. For example, when children listened to a story about a witch and wanted to find a broom and a hat, staff supported them to find suitable items.
- Staff manage children's behaviour well. They act as good role models and remind children about taking turns and sharing. Children willingly follow instructions, such as going to wash their hands before eating snack.
- The manager works in close partnership with other settings. She shares information about individual children and discusses good practice and current issues. She has established a good working relationship with a local day nursery to give parents the opportunity to access extended care for their children before and after playgroup.
- Children learn about how to stay safe. For example, staff ask them to consider why they need to tidy toys away and children respond that it is because they could trip over them. Staff are vigilant about protecting children from the sun. They apply suncream to children before they go outside and ensure they wear a hat for protection. Children understand the reason for this.
- The manager and staff place great emphasis on developing children's literacy

and communication skills. For example, they have set up a tent in the outdoor play area where children can sit and enjoy different books. They are also focusing on teaching children nursery rhymes. Children enjoy joining in with refrains and singing songs.

- The manager engages well with the staff. She regularly meets with them to discuss their practice and any areas for development. In addition, she checks that they are managing their workload and that work is not having a negative impact on their well-being.
- Staff and parents work in successful partnership. There is an effective two-way flow of information that enables staff to meet children's needs and to keep parents informed about their progress. Parents state that they are pleased with the progress their children are making.
- Staff do not consistently extend children's learning as far as possible to help them make even better progress. Some staff are skilled at adapting activities to provide additional challenge and interest, but some are not as successful in moving children's learning on to an even higher level.
- Children who need additional help with their speech development are well supported. The special needs coordinator draws up individual plans to focus on those areas where children need extra support. She works closely with other agencies to ensure that staff use effective teaching strategies.
- Staff do not provide the best possible support for children who speak English as an additional language. There is a strong emphasis on inclusion and print in different languages is displayed. However, staff do not take further steps, such as making sufficient use of children's home language in the setting, to enhance children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training to keep their safeguarding knowledge up to date and are alert to the possible signs that a child may be at risk of harm. They are clear that they have a responsibility to share their concerns with the designated safeguarding lead or go direct to the Local Safeguarding Children Board if necessary. Managers review procedures and make effective risk assessments to ensure that children play and learn in a safe environment.

What does the setting need to do to improve?

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

- support staff to more consistently extend and challenge children's learning during planned activities and free play
- enhance the support for children who speak English as an additional language.

Setting details

Unique reference number	153459
Local authority	Dorset
Inspection number	10123892
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	28
Name of registered person	Mount Scar Cygnets Committee
Registered person unique reference number	RP907881
Telephone number	01929 426 570
Date of previous inspection	14 January 2014

Information about this early years setting

Mount Scar Cygnets Playgroup opened at its current premises in 1980. It is situated in the grounds of Swanage Primary School in Swanage, Dorset. The playgroup is open each weekday from 8.45am to 3.15pm, during term time only. It receives funding for the provision of free early education to children aged two, three and four years. The playgroup employs nine members of staff who work directly with the children. Of these, all hold relevant early years qualifications, including one who has a foundation degree.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- The inspector spoke to children, parents and staff.
- A joint observation was completed with the manager.
- The inspector observed staff interactions with children.
- A sample of records was checked, including first-aid certificates, suitability checks and records of staff supervision meetings.
- A meeting was held with the manager.

We carried out this inspection 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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