

Inspection of Stewkley Cygnets Pre-School

Chapel Square, Stewkley, Leighton Buzzard LU7 0HA

Inspection date: 16 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy a wide variety of interesting and stimulating activities in this well-resourced pre-school. They become enthusiastic, independent learners. For example, outside, children enjoy examining which pumpkins fit securely enough into a car tyre to allow it to roll along. Staff plan group activities imaginatively to get children to work together and share their findings. For example, children explore the shapes, textures and patterns of autumnal leaves, seeds and twigs. They use magnifying glasses to examine leaves and seeds before drawing them. Staff make suggestions to help children compare dry and wet leaves they explored earlier in the water tray.

Staff's high expectations, nurturing manner and well-established routines support children's good behaviour. From a young age, children learn to work as a team. For example, they tidy up with gusto at certain points in the day. They learn that a tidy environment helps to keep themselves and each other safe. Parents praise staff and say their children learn to manage their own needs and behaviour with increasing confidence. Parents believe their children are safe and happy at pre-school. From day one parents contribute information to help staff to meet their children's care and learning needs.

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

- Managers lead a committed team who work with enthusiasm and insight. Each child has a key person who constantly checks their progress and uses the information gained to inform planning and fill gaps in children's learning. All children make good progress, including those with special educational needs and/or disabilities.
- Staff provide excellent support services for parents. For example, they encourage parents to borrow books and 'mathematical boxes' to share with children at home. Staff visit families at home to share books with them and offer helpful guidance in teaching children literacy and language skills. This helps to provide children with the best possible continuity in their learning.
- Managers work closely with professionals and outside agencies, so that children and families who need specialist advice and support get appropriate and timely help. Staff take prompt action to support children who need extra help.
- Well-targeted training has enhanced staff's already strong teaching skills. Staff expertly teach young children to listen attentively and take turns in conversation. Staff know when to repeat or extend what children say. All children show increasing confidence in speaking.
- Younger children develop good skills in manipulating and exploring objects and materials. For example, they enjoy making cylinders with dough. Staff encourage them to share ideas on how to soften the dough. Children test how

soft the dough is by pressing it with lolly sticks.

- Older children develop precise muscle control towards holding a pencil correctly for writing. They learn the sounds that letters make and how to write their names. They are well prepared for the next stage in their education.
- Staff consistently speak kindly and considerately. Their constantly positive attitudes help children feel emotionally secure. Staff share and celebrate children's achievements. Children feel valued and take pride in their work and play.
- Children develop life skills in well-organised role-play areas. For example, they dress up as hospital staff and show concern for their ailing dolls as they tuck them into bed. Children learn different ways of administering medicine as they explore their toy first-aid boxes. Visits to local farms during the lambing season enhance children's understanding of how the world works.
- Staff encourage and help children to meet their own personal needs as soon as they are ready. Children learn to take rests when needed. They learn to look after themselves.
- Children get fresh air and exercise in the outdoor area. They enthusiastically extend their physical skills as they ride trikes or pedal cars. The management team has evaluated that there is still further scope to build on children's outdoor learning experiences.
- Managers effectively support staff . They carry out detailed observations and supervisions, set targets and ensure staff always know how well they are progressing towards their defined goals. However, managers do not check that staff are constantly alert for opportunities to move children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities in relation to child protection issues very well. They know how to report any child welfare concerns to the relevant professionals. Staff receive regular up-to-date training. All staff receive a thorough induction and are vetted closely to confirm their suitability to work with children. All activities and visits are stringently risk assessed to ensure children are safe.

What does the setting need to do to improve?

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

- review the organisation of the outdoor environment to broaden learning opportunities for children who prefer to learn outside
- ensure managers take a more 'hands-on' approach, to help staff make small but telling improvements during all activities in order to move children's learning to the highest possible level.

Setting details

Unique reference number	EY544382
Local authority	Buckinghamshire
Inspection number	10099567
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	25
Number of children on roll	22
Name of registered person	Stewkley Cygnets Pre-School CIO
Registered person unique reference number	RP544381
Telephone number	07925541118
Date of previous inspection	Not applicable

Information about this early years setting

Stewkley Cygnets Pre-School re-registered in 2019. It opens from Monday to Friday during school term time only. Sessions are from 9am to midday. Sessions for two-year-olds are from 9am to 11am. Lunch club operates Monday to Thursday from midday to 1pm. Rising 4's afternoon sessions run on Wednesday and Thursday from 1pm to 3.30pm if there is enough demand. The pre-school provides funded early years education for two-, three- and four-year-old children. It employs six members of staff, all of whom hold relevant early years qualifications at level 3 and above. The manager holds early years professional status.

Information about this inspection

Inspector
Liz Kissane

Inspection activities

- The inspector observed activities, indoors and outdoors, and conducted a joint observation with the manager.
- At appropriate times throughout the inspection, the inspector held meetings with the manager and spoke with staff and children. She met with the committee chairperson.
- The inspector looked at a range of documentation, including children's assessments and planning documentation, the setting's risk assessments, safety records and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working within the pre-school. She discussed the pre-school's self-evaluation.
- During the inspection, the inspector spoke to a selection of parents and looked at parental questionnaires. She took account of their views.

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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