

Inspection of Cygnets Pre-School

Sandalwood Road, WESTBURY, Wiltshire BA13 3UR

Inspection date: 28 February 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and actively engage in activities, building a vast range of exciting and lasting memories to treasure. They have exceptionally high levels of confidence and self-esteem and thrive in the care of the dedicated and highly committed staff team. Children thoroughly enjoy their time, excel in everything they do and feel extremely safe.

Staff have high expectations of all children. They provide an exceptionally nurturing and engaging environment where children purposefully explore and investigate their surroundings, showing extremely high levels of emotional security. Managers and staff extend and enhance children's life experiences and learning through skilful interaction. As a result, every child makes exceptional progress from their starting points, including children with special educational needs and/or disabilities (SEND). The amazingly calm atmosphere and exceptional range of innovative activities motivate children to join in. For example, they use real tools outside as they make things out of wood. They enthusiastically take part in 'story scribing', as they excitedly tell the staff a story and invite their friends to act it out.

Children's behaviour is exemplary. Children are highly skilled at managing minor conflicts for themselves and have an excellent understanding of how their behaviour impacts on other children's feelings.

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

- The inspirational manager gives a strong lead to the ambitious and passionate staff team. She is an excellent role model and has an inspiring commitment to provide the highest possible quality of care for the children. She monitors staff performance closely to maintain the exceptionally high standards. As a result, staff feel valued and supported. The manager provides regular opportunities for staff to discuss their teaching practice and encourages them to develop their professional knowledge even further. This highly effective reflection and self-evaluation helps to ensure excellent outcomes for children.
- Staff interact with children at an exceptionally high level, to build on their excellent communication and language skills. For example, children pretend to be opticians as they engage enthusiastically in role play. They carry out eye tests on staff, engaging in lively conversation as they practise writing for a purpose, successfully linking sounds to letters.
- Partnerships with parents are exceptional. The manager and staff successfully communicate with parents and involve them in their children's learning. Parents appreciate and recognise the speed at which the manager and staff accurately assess children's individual needs. They liaise very closely with external agencies and other professionals to ensure that children receive the very best possible

support at the earliest opportunity. Consequently, children with SEND make remarkable progress and gaps in children's learning close very rapidly.

- Children demonstrate high levels of focus and self-control. They have an excellent understanding of right and wrong, and play is inspirationally harmonious. Children share and take turns unconditionally and use resources, such as a sand timer, to help them share toys fairly. Staff praise and encourage children warmly. Children receive awards with pride for acts of kindness, and children join in together, clapping as they celebrate each other's achievements.
- Staff know the children incredibly well and provide a wholly inclusive environment. Children develop excellent independence skills as they dress themselves for outside play, open packets and containers from their lunch boxes or serve themselves from a selection of vegetables at lunchtime.
- Staff are highly skilled at using knowledge gained from training opportunities to enhance children's learning and development further. There is an exceptionally strong intent for the curriculum with highly focused learning outcomes. Staff let the children choose what they want to do, inside or outdoors. They join them and support them in their adventures and write up what has happened, closely monitoring their progress. This has had a significant and positive impact on children's self-esteem, confidence and imagination.
- Children have endless opportunities to use their imagination and develop excellent social skills. They take it in turns to order food in the 'restaurant' using good manners. They write for a purpose as they take on the role of a waiter or waitress, writing the customer's order on their notepad. Children laugh and giggle together. They stand under the water as it drips from the shelter outside, pretending to have a shower. They work collaboratively together, using large brushes to sweep the water, and excitedly jump in puddles. They develop a love of books, finishing off sentences in familiar stories and spontaneously bursting into song as they explore the different textures in the garden. Children are exceptionally well prepared for starting school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent understanding of safeguarding procedures. They are extremely confident in recognising the signs or symptoms which may indicate that a child is at risk from harm. They have excellent knowledge of whistle-blowing procedures and are aware of wider safeguarding issues. There are thorough recruitment and vetting procedures. The manager is meticulous in ensuring the ongoing suitability of staff. The manager and staff complete robust risk assessments and take effective action to minimise hazards to help keep children safe.

Setting details

Unique reference number	EY275703
Local authority	Wiltshire
Inspection number	10125954
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	30
Number of children on roll	58
Name of registered person	Cygnets Pre-School Committee
Registered person unique reference number	RP901809
Telephone number	01373 827 555
Date of previous inspection	4 March 2015

Information about this early years setting

Cygnets Pre-School registered in 2001 and moved to its current site in 2004. The pre-school operates from an annex attached to Westbury Leigh Primary School, in Westbury, Wiltshire. It opens five days a week during term times, Monday to Friday from 7.30am to 6pm. There are 15 members of staff. Most of the staff are qualified to level 3 or 4.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- A tour of the pre-school was completed by the inspector and manager and they discussed how the curriculum is implemented.
- The inspector and manager looked at a range of activities as they considered the impact of the provision on children's learning.
- The inspector spoke to parents, children and staff at appropriate times throughout the inspection.
- A sample of documentation was reviewed, including records relating to staff suitability and children's progress.

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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