

Inspection of Cygnets Pre-school

127 Nest Farm Crescent, Wellingborough, Northamptonshire NN8 4TQ

Inspection date: 8 July 2021

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 are happy and quickly settle. They are greeted by friendly staff who have suitably high expectations for children's learning. Pre-school children learn about mathematics through games and puzzles, while toddlers develop communication and social skills when they join in with songs and stories. All children, including those who speak English as an additional language, are learning to communicate well. Staff use picture cards to encourage children to talk. Children's vocabulary is supported through a variety of activities. They grow caterpillars and release butterflies, and play shopping and construction games.

Children develop physical skills indoors and outdoors. For example, the under twos use tweezers to sort objects. This develops their finger and hand skills. Pre-school children use their whole bodies to build with large blocks. Children enjoy learning outdoors. They share stories in the storytelling corner, explore the mud kitchen and ride bicycles and scooters. Children learn to be kind to their friends. Staff support them through discussion, which results in children showing a positive attitude to their play and learning.

Staff skilfully use spontaneous activities to support children to extend their mathematical knowledge and develop social skills. For example, a small group of children use buckets and balls to sort, count and colour match.

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

- Staff provide a varied and stimulating curriculum for children where they can make choices and explore their environment. Children are welcomed and valued as individuals. Parents know who their child's key person is and report that they receive regular information about their child's progress. Parents clearly attribute their child's learning to the time they spend at the pre-school. They value the guidance they receive to support their child. The manager and staff build exceptionally good relationships with parents, which supports positive partnerships.
- Children make good progress and are well supported for their next stage of learning, whether that be school or moving between pre-school rooms. Staff plan effectively for all children, including those with additional needs. However, sometimes, staff do not use opportunities to extend or build on children's skills to ensure that they make sustained progress.
- Staff have clear expectations of children's behaviour. They have some set routines, which children clearly understand. For example, when children arrive, they hang up their coat and wash their hands before starting to play. Handwashing happens regularly and all children, even the youngest, are taught to manage this independently.

- Children develop a sense of themselves as individuals through carefully arranged play opportunities. Staff support children by planning activities to broaden their experiences around measuring and numbers. During a construction game, two children learn that they can be the number 'four' because they are four years old, but they can also be '48' and '36' because they are 48 and 36 inches tall. They understand their differences and similarities.
- The outdoor environment is zoned to promote children's safety. Different areas provide children with opportunities to encounter risks and challenge. For example, the bicycle track is on a slope and children learn to manage the speed of their bicycles with care and consideration. However, staff do not always make the most of the available outdoor area to enable children to explore the natural world.
- Staff help children to make healthy choices and develop a healthy lifestyle. They pick strawberries from the garden and share them at snack time. Children enjoy football club, where they develop social skills and respectful behaviours through games with rules.
- Additional funding, such as early years pupil premium, is used appropriately to meet children's needs. For example, staff buy and use specific resources which are focused on children's interests.
- The manager has a clear focus on professional development. Staff undertake mandatory training, including paediatric first aid and safeguarding, and are encouraged to identify individual training interests. Staff comment that they feel valued and supported. The manager understands the impact of the COVID-19 (coronavirus) pandemic on children, families and staff. She uses online sources to provide support, such as an electronic app to communicate with parents and online training for staff to access.

Safeguarding

The arrangements for safeguarding are effective.

The manager has an effective plan to ensure that children are safe. Staff use daily routines to create a safe environment for children. For example, children know to wait on the green mat before moving outdoors. The manager and staff have a broad awareness of safeguarding and understand how to identify the signs and symptoms of abuse. They have clear policies and guidance to support them with reporting their concerns about children's welfare or the behaviours of adults. Staff know who they can talk to about their concerns. The manager uses a robust process for recruiting and ensuring staff suitability.

What does the setting need to do to improve?

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

- develop staff's understanding of how to challenge and extend children's learning,

to support them to make the best possible progress

- enhance opportunities for all children to have further access to the wider outdoor area.

Setting details

Unique reference number	2507285
Local authority	North Northamptonshire
Inspection number	10191723
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	46
Number of children on roll	57
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Telephone number	01933 673882
Date of previous inspection	Not applicable

Information about this early years setting

Cygnets Pre-school registered in 2019. It is one of 16 settings owned by Elim Foursquare Gospel Alliance. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and level 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Siddons

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the pre-school manager.
- The manager and the inspector had a learning walk together.
- The inspector held meetings with the pre-school manager and with two members of staff.
- Relevant documentation was viewed by the inspector, including evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and 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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