

Inspection of Quinton Cygnets

The Old Surgery, Lower Quinton, Stratford Upon Avon CV37 8SJ

Inspection date: 8 June 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children at this setting are happy and settled. They are greeted by friendly, smiley staff when they arrive. Children eagerly explore the different areas available to them and show excitement by telling adults in the room what they are doing. They become engrossed in a story and are confident to move across the room looking for toys that link to the story. Communication is strong and children talk to each other with kindness and care. All children are confident and are eager to share their experiences with their key person. They also benefit from a healthy diet, and talk with the adults about their green apples and crunchy bread sticks during snack time.

Older children are prepared well for school and are learning about social skills, such as how to take turns and communicate with peers and adults. They enjoy listening to stories and join in using different textured props and sound buttons. Younger children are excited and engaged. They enjoy splashing the water with their hands and when they get wet, they run, squealing with excitement, to show another adult. The babies' environment is interesting and varied. They enjoy opportunities to climb safely on soft play and to crawl in a garden specifically designed for their age group.

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

- The interaction that the children receive from adults is relevant and focused on what the children are learning. For example, they read a story inside and then talk about events in the story when they are outside.
- Staff have good knowledge about the children they care for and demonstrate that they know about individual behaviour and support plans. Staff use positive phrases when managing behaviour and adapt opportunities to meet children's differing needs. This helps to ensure that children with special educational needs and/or disabilities are receiving the appropriate additional support they need.
- Children have access to exciting outdoor experiences. For example, children pretend to put a fire out in their play castle using long tubes as water hoses. Children use spades to dig in the soil and become excited when they find a worm. Their learning is enhanced as staff encourage the children to make links to a story they were previously reading about worms.
- Children engage in a wide range of activities with staff, who help to extend their learning. For example, staff sing enthusiastically, encouraging the children to join in, and follow the children's interests with role play themes, for example pretending to be firefighters.
- Staff set clear learning objectives for their key children and mostly plan activities accordingly. However, expectations for the babies are sometimes too high and experiences available are not focused precisely on their prime areas of learning.

In addition, babies are encouraged to sit in the reading area listening to stories for 15 minutes or more before they have their lunch and they are tired and start to get frustrated. Staff do not pick up on this quickly enough to adapt the nursery routines to suit babies' individual care needs.

- Children are resilient and well behaved. Staff are positive and are good role models for the children. For example, staff use appropriate reassuring words when children have accidents or disputes. Furthermore, children have an increased awareness of their own and other's safety. They are encouraged to take supervised risks, such as using crates as stepping stones and younger children using balance bicycles. This helps to build children's self-confidence and develop skills for their future.
- Parents are positive when they talk about the nursery. They express how happy and settled their child is. Parents particularly enjoy receiving updates about their child on the nursery's online system.
- The new manager is using her experience to identify and improve areas within the nursery, for example changing the organisation of activities for the older children and improving the outdoor area for babies. The manager is still getting to know the staff and their strengths by having regular informal meetings with them. However, they are yet to identify training needs and find ways to support staff to enhance their practice and improve the quality of provision for children.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners know who to contact if they have a concern about a child or family. This helps to protect children from harm and ensures the right professionals are involved when needed. The leadership team is knowledgeable about safeguarding policies and procedures. They give their team regular updates about changes in legislation and discuss safeguarding issues during staff meetings. The premises are safe and secure, and staff are vigilant when adults come to collect children. All staff have first-aid training; this helps to equip them with relevant knowledge and skills to support children if needed.

What does the setting need to do to improve?

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

- adapt the planning and implementation of activities for babies, which accurately consider their starting points and promote the prime areas of learning
- build on the experiences for babies, with a sharp focus on managing routines and care needs more effectively
- review and improve the structure of staff supervisions to help identify training needs and find ways to support staff so that their knowledge and skills build and develop over time.

Setting details

Unique reference number	EY494614
Local authority	Warwickshire
Inspection number	10232224
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	60
Name of registered person	Cygnets Education and Childcare Trust CIO
Registered person unique reference number	RP905163
Telephone number	01789 721161
Date of previous inspection	12 August 2016

Information about this early years setting

Quinton Cygnets registered in 2015. It is managed by Cygnets Education and Childcare Trust. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one member of staff with early years professional status and one with a relevant foundation degree. The nursery opens Monday to Friday, from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children. A holiday club and out-of-school provision are also provided for children attending Quinton School.

Information about this inspection

Inspector
Nancy Hitchcock

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager completed a joint observation with the inspector.
- The inspector spoke with staff at appropriate times during the inspection.
- The manager showed the inspector relevant documentation and evidence of the suitability of adults working on the premises.
- The inspector spoke to parents 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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