

Inspection of Cygnets Pre-School, Bratton

The Pavilion, Melbourne Street, Bratton, Westbury BA13 4RW

Inspection date: 14 July 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this extremely welcoming and inclusive pre-school. They are greeted by highly enthusiastic staff who put the children's welfare and development at the centre of all they do. Children are safe and secure. They have exceptional bonds with all staff members. They confidently call staff by their names and ask for help when they need it. Children seek out staff to join their games. Children excitedly use chalk to draw 'roads' for their cars. They seek out staff to tell them all about what they are doing and ask them to 'come and see' their creation and how it works.

Staff provide an exceptional learning environment which is centred around the children. Children arrive at pre-school excited and eager to engage in play and exploration. Staff facilitate children's learning and enable them to have the best possible experiences. Children in the garden ask for a ramp for their cars. Staff help children to find equipment they can use and support them with a trial-and-error approach. Children beam with happiness as they push cars down the ramp they have created. Highly skilled staff play alongside the children. They count the number of seconds it takes for the cars to reach the bottom. Children then discuss which cars they think will be slower or faster.

Children learn to be independent. They select and cut their own snacks. They confidently wash up their own plates and pour their own drinks. Children have exceptional confidence in their play and exploration. They choose their own activities and intently engage with these for sustained periods of time. Children are curious and keen to learn.

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

- The extremely passionate manager and her staff have high aspirations for all children. They continuously evaluate children's learning through play and observation, quickly identifying any gaps. Highly trained staff monitor children's development and seek support from outside agencies where required. All children make excellent progress from their starting points.
- The excellent staff use highly effective strategies to promote children's language and communication. Visual cue cards are used to support children with a language delay. Staff provide children with a narrative for their play and value their voice. Young children explore water and various fruits, and they use words like 'delicious' and 'sour' when they describe the fruits to their friends. Older children use play dough to make 'toadstools' and say that if they were made from 'marzipan' they could eat them. Children are exceptionally confident communicators.
- The highly ambitious manager consistently reviews and evaluates her staff's

practice in this outstanding pre-school. She recognises the impact that COVID-19 has had on young children and their families. Staff have attended various training courses to support children's emotional well-being and have shared this information with parents. Staff provide exceptional high-quality care and support for children and families.

- There is an exceptional partnership with parents. The manager forms strong bonds with families from the moment they view the pre-school. Parents have access to online information evenings before their child starts and regular updates regarding their child's learning and development once they start. Parents report that their children love attending the pre-school. They speak highly of the 'brilliant' relationships their children have with staff and the 'amazing' communication from staff via online sources.
- Children display excellent behaviour. Those who struggle to regulate their emotions are incredibly well supported. Staff are extremely sensitive to the behaviour needs of each individual child. They use their knowledge of the children to appropriately manage their behaviour. Staff help children to understand their emotions and talk to them about how they are feeling and why. The use of these effective strategies helps children to resolve minor conflicts and play together confidently.
- Children with special educational needs and/or disabilities (SEND) receive exceptional care. The highly driven special educational needs coordinator (SENCo) works closely with other professionals, outside agencies and parents to help ensure children and families receive personalised support. They go above and beyond to support children with SEND. Staff use their extensive knowledge of each child to provide them with the best possible individualised learning opportunities.
- Staff carefully plan exceptional activities to excite children and challenge their learning. Children engage intently in 'story acting' alongside friends. They take turns and use their amazing imaginations to act out their stories about 'fairies' and 'dragons' that they have previously shared with staff. Children revisit their previous learning and use their creative thinking skills. Highly trained staff provide a narrative alongside their acting. As a result, children are confident and creative thinkers.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have an exceptional knowledge of safeguarding and the importance of keeping children safe. They are aware of the signs and symptoms that may indicate that a child is at risk. Staff understand the procedures to follow if they need to report a concern regarding a child or a member of staff. The manager has a robust recruitment and monitoring process that helps to ensure all staff are suitable to work with children. Staff teach the children about the importance of staying safe and the consequences of their actions. Staff risk assess daily and monitor the impact of risky play.

Setting details

Unique reference number	2577020
Local authority	Wiltshire
Inspection number	10239520
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	33
Name of registered person	Cygnets Pre-School Committee
Registered person unique reference number	RP901809
Telephone number	01380 830066
Date of previous inspection	Not applicable

Information about this early years setting

Cygnets Pre-School, Bratton registered in 2020. It is open from Monday to Friday, term time only, from 8am until 6pm. The provider employs eight members of staff, one of whom holds qualified teacher status, one holds a relevant childcare qualification at level 4, two hold a level 3 and one holds a level 2. Three are unqualified. The pre-school receives funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The SENCo spoke to the inspector about how they support children with SEND.
- Children communicated with the inspector during the inspection.
- The inspector and the manager carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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