

Inspection of Alveston Cygnets

Knights Lane, Tiddington, Stratford-upon-Avon, Warwickshire CV37 7BZ

Inspection date: 27 July 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

There are strong bonds between children and staff. For example, babies regularly seek and reach out to staff for hugs and cuddles. Older children enjoy group time activities as they listen to the sounds of different objects. They then have fun as they use different parts of their bodies to try and create their own sounds. Staff provide a good foundation for children to learn how to show care towards each other. They show nurturing attitudes towards children, particularly when they become upset. Consequently, older children are highly considerate to the needs of their peers. For example, they recognise when their friends are in need of help and eagerly jump into support them.

Staff create a positive learning atmosphere for children as they play. This contributes to the progress children make in their learning. Babies smile, laugh and join in with some of the actions to familiar rhymes and songs. Staff encourage children to take risks. For example, as they set out obstacle courses for the children. Staff are consistent in their approach to managing children's behaviour. Children listen carefully to the adults. They behave well. Where there are concerns about a child's development, staff ask parents to speak to their health visitor. This enables children to receive the right support they need.

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

- Leaders identify their own areas of development, which includes making changes to their outdoor environment. However, supervisions are not focused enough on staff's continuous improvement. For example, leaders do not use supervisions to identify any additional support and/or training staff may be in need of to help raise the quality of already good practice. That being said, staff speak highly about the leaders, commenting that their 'doors are always open'.
- Leaders are passionate about ensuring children leave their setting with the skills they need to be ready for the next stage of their learning. Staff use topics to plan a range of activities that cover all areas of learning. However, there is scope to strengthen the curriculum further to ensure that it builds on and challenges children's prior knowledge.
- Staff gain children's starting points from parents. They also complete their own observations and assessments to determine what children need to learn next. Staff inform parents of how they can continue to support their child's learning at home. Parents speak highly about the setting. They comment they can see the progress their child is making in their learning.
- Staff place focus on supporting children's communication and language skills. They sing rhymes with lots of enthusiasm and excitement. Staff also use a screening tool to assess children's language development. They use this information to determine if a speech and language referral is needed for the

children.

- Transition arrangements are good. Settling-in sessions are tailored to meet the needs of individual children. Staff reach out to settings that children are due to attend and share key information with them. They occasionally take children to visit the new setting. Staff confidently talk to children about their new setting and what may happen there. This approach supports children's social and emotional well-being and prepares them well for leaving the setting.
- Staff provide children with lots of opportunities to learn about themselves and others. For example, as children play with resources and celebrate different festivals, staff speak to them about their similarities and differences. This prepares children to learn how they are unique and how they can care and show respect to others.
- Staff support children to learn how they can live healthy lifestyles. They provide lots of opportunities for children to get physical outdoors. Staff act as role models to the children as they eat healthy meals around them. Children themselves are provided with a range of balanced meals during snack and lunchtime.

Safeguarding

The arrangements for safeguarding are effective.

Staff take care to ensure that any images posted online are safe to do so and parental permission is obtained. Leaders and staff have a clear understanding of the different types of abuse, including breast ironing, female genital mutilation and the 'Prevent' duty. They recognise where they can seek support from if there are any concerns about a child's welfare. Recruitment procedures are robust to check the suitability of staff. Leaders ensure that staff are deployed well to effectively supervise the children. Staff's knowledge of fire evacuation procedures is secure. They also have a good understanding of how to respond to first-aid emergencies.

What does the setting need to do to improve?

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

- develop further the use of supervisions to identify any training and/or support staff require to help raise their overall performance to the highest level
- strengthen the curriculum so that it has enough depth to challenge children's prior knowledge and create the best possible outcome for children.

Setting details

Unique reference number	EY494583
Local authority	Warwickshire
Inspection number	10236750
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	0 to 4
Total number of places	55
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 414191
Date of previous inspection	23 August 2016

Information about this early years setting

Alveston Cygnets registered in 2015. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications, at level 3 or above. The nursery opens Monday to Friday from 8am until 6pm. The nursery 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 Alveston Primary School.

Information about this inspection

Inspector

Louise Chinyuku

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 manager and has taken that into account in their evaluation of the setting.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff 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 inspector spoke to and viewed feedback from several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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