

# Inspection of Broad Street Cygnets

School House, Broad Street, Stratford Upon Avon, Warwickshire CV37 6HN

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Inspection date: 17 November 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children arrive at the setting incredibly happy, confident and independent. From the start, they display impeccable manners and excellent learning attitudes. After their morning self-register gathering, children make independent choices on their place of learning and the activities they want to access. For example, children choose whether to play in the role-play room, art and craft room or outdoors. They are profoundly engrossed and motivated to learn throughout the day. The staff know the children and their families exceptionally well. Children display a great sense of belonging, and even those who recently joined the setting have settled in incredibly well.

Staff excel in providing rich and stimulating experiences for children that spark their interests and bring up their talents beyond what they experience at home. Children have high levels of enjoyment and excitement and have outstanding levels of confidence and resilience. Staff use incredibly playful and meaningful interactions with children, initiating exciting narratives for their play. For example, children dress up as firefighters and find hidden fires in a forest, put them out, look for injured people and return to their fire engines ready to receive another '999' call. Children have important jobs assigned to them in their play. Together, they create solutions to challenging riddles and negotiate a choice of resources effectively to extend their play further.

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

- The curriculum is structured and sequenced exceptionally well, ensuring there are no gaps in children's learning and development. Staff plan their teaching according to children's interests and developmental stages, emphasising exciting narratives and providing challenging tasks for children. All children, including children with special educational needs and/or disabilities, make tremendous progress in all areas of education. For example, when children returned after the COVID-19 pandemic, children with speech and language delays were identified promptly. Practitioners created intervention plans to ensure children were provided with one-to-one professional support. All children returned to the expected levels of development in all areas of learning.
- Children have enriching conversations with their peers about recent events in their community, and they are proud to share their achievements with the inspector. Children's language and communication skills are commendable. Children use a wide range of rich vocabulary and correct language structures.
- The praiseworthy ethos of the setting is fully embedded in the staff's daily teaching and interactions. Managers recognise their staff as the most significant asset in delivering excellent education to children and acting as outstanding role models in implementing three values: kindness, sharing and helping. The ethos

is cascaded to all the children and becomes a part of the daily routine. Children's behaviour is exceptional and considerate. For example, one child reminds another to be kind and helpful to other children.

- Managers act with integrity, ensuring that all children have full access to education and going the extra mile for families who need additional support. The setting is at the heart of the local community and is actively involved in promoting community activities. For example, children prepared artwork promoting their love of books for the local library.
- The staff's partnership with parents is highly effective. Many parents positively comment on the setting being an integral and essential part of the community. They praise the management's commendable effort in supporting the local community. Parents are regularly invited to contribute to community events and fundraising with the local schools. They attend regular parent evenings and discuss children's progress termly. Parents feel that staff are experts who they turn to with any issue they might have.
- Children learn positional language and mathematical concepts through stories and role-play games. For example, children organise a pet show competition and decide whose puppy will win and whose will come second and third. Children learn to recognise numbers through exciting activities, such as experiments with launching rockets, looking at and comparing rockets' heights and estimating how many 'fuel tablets' they will need to make a rocket fly higher. After the experiments, they create another play where they act as astronauts who drive a rocket to the moon, remembering to get to its orbit first.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager goes beyond what is expected in providing additional safeguarding training for staff to fully understand their safeguarding roles. Staff have an exceptional amount of training and professional discussions of child protection issues, including signs and symptoms of a child's maltreatment. There is a strong focus on creating a safeguarding culture within the setting that nurtures and supports younger trainees. Children develop a great sense of fundamental British values that underpin positive relationships, self-awareness and respect for other cultures. They learn safety rules and how to keep themselves safe exceptionally well through many role-play games and activities.

## Setting details

<b>Unique reference number</b>	EY494632
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10236752
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Cygnets Education and Childcare Trust CIO
<b>Registered person unique reference number</b>	RP905163
<b>Telephone number</b>	01789 204181
<b>Date of previous inspection</b>	3 February 2017

## Information about this early years setting

Broad Street Cygnets registered in 2015. The provider employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm, with a lunchtime session from 12pm to 12.30pm. Out-of-school sessions are from 8am until 9am and 3.30pm until 6pm. The setting provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Anna Makowska

## 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.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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