

Inspection of Cygnets (Whelnetham)

The Old School Hall, Stanningfield Road, Great Whelnetham, Bury St. Edmunds,
Suffolk IP30 0UA

Inspection date: 30 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is outstanding

Children are exceedingly happy and settled in this highly welcoming and inclusive setting. When they arrive, they eagerly wait for the doors to open, so that they can go off to play and learn with their friends. Children are secure and confident. They are highly motivated learners, who make rapid progress from their starting points. Children delight in the interesting environment that inspires their natural instincts to discover and explore. Staff are led by what the children want to do and are actively engaged in their play. They skilfully extend and support children's learning. For example, when children use cutters to make snowman figures out of play dough, staff count with the children how many they have cut out. They extend this to talk about 'one more' and 'how many' as they introduce simple addition. Children confidently predict how many they will have if they cut out one more.

Children thoroughly enjoy being active. They have daily opportunities to play on the school field and delight in the weekly 'Wednesday workout' in the school hall. Children laugh and work together as they take part in team games. For example, in one game they are split into two teams, one team putting 'snowballs' into hoops and another team removing them. When children get upset that others are removing the snowballs they have just put into hoops, staff offer excellent levels of support, gently reminding them of the rules of the game. Staff pay the highest priority to supporting children's emotional well-being.

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

- Staff provide a curriculum that is highly interesting and stimulating. Children engage in exciting and purposeful play, both indoors and outside. Staff expertly support children to be fully engaged in what they are doing. They have high expectations of what children can achieve and are extremely careful to ensure that their teaching meets children's individual learning styles.
- Staff are highly effective in supporting children's speech and language development. They engage children in conversation and actively listen to what they have to say. Children are given time to think and respond to questions. They listen intently and respond promptly to requests and instructions. Staff use signing to support children's developing vocabulary.
- Children are developing a love of books, reading and the written word. They independently select books to look at, lying on their tummies on the rugs to look at them. Children invite others to join them, and they talk about the illustrations. Staff read stories with the children and children listen intently. Children join in enthusiastically with songs and rhymes. Staff have an excellent understanding of how to use these as a powerful learning source in early language development. They expertly help children to hear the rhythm and patterns of language.
- Staff talk to children in a calm, respectful manner, gently reminding them about

the need to share and take turns. Children play exceptionally well together. They are extremely kind to each other. For example, when a child is standing alone on the school field, another goes over and invites him to play.

- Children's move from home to the setting is managed exceptionally well. Staff tailor settling-in procedures to the individual needs of each child and their family. Children develop highly secure emotional bonds with staff, confidently seeking them out for reassurance and a hug when they need it.
- Staff know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging. Children are supported to develop a positive sense of themselves. They are encouraged to embrace their similarities and differences. Children learn about the wider world beyond their own experiences.
- Children learn about the importance of good hygiene routines. They have high regard for their own personal hygiene needs. Children develop independence in managing their own coats, shoes and socks.
- Since the last inspection, the committee has provided Ofsted with the required information about those who make up the governing body, so that suitability checks can be completed. The committee is now fully aware of its roles and responsibilities and has revised procedures for monitoring and supporting staff. All staff have an effective programme of supervision. Their practice is monitored, and professional development opportunities are supported. Staff are enthusiastic and motivated. They work very well as a team and demonstrate a strong commitment towards continuous improvement.
- Staff build exemplary partnerships with parents. Parents report that communication is excellent, and they are fully supported to continue with their child's learning at home. Parents particularly value staff's unwavering support in times of crisis, stating that staff go 'over and above', and care for the whole family.
- Extremely strong partnerships have been established with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear that the safety and welfare of children is of the utmost priority. They demonstrate extensive knowledge of how to safeguard children. There is a robust recruitment process, to ensure that those working with children are suitable to do so. Staff have a very good awareness of the indicators of abuse. All staff complete regular training in child protection, ensuring that they are up to date with local reporting procedures. Staff fully understand how to identify and support vulnerable families.

Setting details

Unique reference number	EY298384
Local authority	Suffolk
Inspection number	10218143
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	2 to 10
Total number of places	24
Number of children on roll	35
Name of registered person	Cygnets (Whelnetham) Committee
Registered person unique reference number	RP525196
Telephone number	01284 386220
Date of previous inspection	2 December 2021

Information about this early years setting

Cygnets (Whelnetham) registered in 2005. It operates from premises within the grounds of Great Whelnetham Primary School. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The manager holds a level 6 qualification and there is a qualified teacher. The setting operates from Monday to Friday during term time. On Monday and Tuesday sessions are from 8am to 5pm. On Wednesday, Thursday and Friday sessions are from 9.10am to 5pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a tour of the setting to help the inspector understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- Staff spoke with the inspector at appropriate times throughout the inspection. The manager completed a joint observation with the inspector.
- The inspector held a meeting with the provider and the manager to discuss how the setting is led and managed.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector. The inspector also took account of written testimonials.

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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