

Inspection of Cygnets Day Nursery

Hartwood House, High Street, Bordon, Hampshire GU35 0AU

Inspection date: 6 February 2023

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 smile with delight as they arrive at the setting. They receive a warm welcome from nurturing staff who know them well. Staff recognise when some children may need extra reassurance. Babies show that they feel secure and safe as they crawl onto staff's laps to share books. Older children are delighted when staff sit next to them on the carpet. They have big smiles and snuggle up closely.

Children are confident communicators. For instance, older children talk excitedly and fluently about their models made from recyclable materials. Toddlers quickly learn new words. They repeat words such as 'squishy' to describe how jelly feels in their fingers. Babies enjoy using finger puppets and joining in with familiar songs. Children enjoy regular story times and develop a love of books. Children are captivated as staff read familiar stories. Staff skilfully vary their voices, for example, and encourage children to comment on the story.

The manager and staff place a high priority on supporting all children's well-being. For instance, during the COVID-19 pandemic, they maintained regular contact with families to check on their welfare and support children's home learning. Additional funding is used effectively to enhance children's learning experiences. Children benefit from extra-curricular activities, such as weekly French and sports sessions, to build on their interests. Children demonstrate their proficiency in another language as they say 'hello' in French.

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

- The highly knowledgeable and passionate manager is committed to provide high-quality care and support for children and their families. The hard-working staff receive ongoing supervision, coaching and professional development opportunities. Staff well-being is a priority for the leadership team. The manager frequently arranges activities to promote staff well-being. Staff confirm they are very happy and feel highly valued.
- Staff know the children well and provide stimulating activities that reflect their interests. Generally, staff implement the curriculum intentions well to support children's learning, development and good progress. However, at times, not all staff encourage children in developing these skills consistently. For instance, there are some inconsistencies in promoting children's self-care skills.
- Children take part in regular outings in the local community. For instance, they visit the local residential home for the elderly. This helps to develop children's respect for others who are both similar and different to themselves.
- The special educational needs coordinator has a very good knowledge of children and gives good support to staff to provide targeted plans for children. Staff work closely with parents and other professionals to ensure that children

with special educational needs and/or disabilities are well supported.

- Staff create an exciting variety of learning experiences, which inspire children's creative play. For instance, older children use junk modelling boxes, scissors, glue and pencils to create their own 'rockets'. Staff use this opportunity for them to strengthen their hands and fingers in readiness for writing. These skills help to prepare children well for their next stage in learning, including starting school.
- Overall, children behave well. They are kind to each other, such as helping each other build towers with blocks. Staff recognise and praise positive behaviour. However, they do not consistently help children understand the consequences of their actions. For example, when children occasionally throw toys, they are simply told 'no' instead of being provided with an explanation as to why they are being asked to stop.
- Staff support and encourage healthy eating. The nursery chef provides children with freshly cooked, home-made meals. Staff use a system of coloured plates to ensure that all children's dietary needs are met. Children have plenty of opportunities to be physically active. They thoroughly enjoy their time in the spacious and stimulating outdoor areas.
- There are strong transition processes in place, including moving between rooms within the setting. Before children move on to school, the manager invites school teachers to visit the children in the nursery. This helps children to develop relationships with their new teachers and supports their emotional well-being.
- Partnerships with parents are strong. Parents report that they highly value the dedication, care and attention that staff provide to their children. Staff communicate well with parents, for example by providing daily updates on children's progress, regular parents' meetings and newsletters.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role and responsibilities to safeguard children. They know the signs and symptoms that may indicate children are at risk of harm or abuse. The manager ensures staff complete regular child protection training and covers different aspects of safeguarding during team meetings. This helps staff to remain vigilant to any changes in children's behaviour or family situation. Staff understand the dangers and risks to children from radicalisation or extremist behaviour. They understand that they can whistle-blow if they have concerns about colleagues or the manager.

What does the setting need to do to improve?

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

- clarify the curriculum intentions with staff and monitor the implementation of this throughout the nursery to maximise learning

- extend children's understanding of how their behaviour impacts on others.

Setting details

Unique reference number	EY272736
Local authority	Hampshire
Inspection number	10265080
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	99
Name of registered person	Cygnets Day Nurseries Ltd.
Registered person unique reference number	RP521792
Telephone number	01420 487000
Date of previous inspection	24 May 2017

Information about this early years setting

Cygnets Day Nursery registered in 2004 and is located in Bordon, Hampshire. The nursery opens Monday to Friday, from 7am to 7pm, for most of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 24 staff. Of these, 14 staff hold appropriate early years qualifications.

Information about this inspection

Inspector

Sarah Richards

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 inspector carried out a joint observation of a group activity with the manager.
- During the inspection, the inspector went on a learning walk around the nursery with the manager.
- The inspector observed the interactions between staff and children and spoke with children when appropriate.
- During the inspection, the inspector considered the views of staff and parents.

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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