

Inspection of Cygnets Pre-School/Nursery

Swanscombe and Greenhithe Town Council, Council Offices and Hall, The Grove,
Swanscombe, Kent DA10 0GA

Inspection date: 22 June 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 feel comfortable and secure in the care of the kind staff. They have developed strong bonds with the staff and display good social skills as they engage in back-and-forth conversations. For example, children become intrigued talking about the similarities and differences in the shoes they are wearing.

Children show a secure understanding of the routine. They know to wash their hands before mealtimes, and independently collect their lunch boxes before sitting at the table. Staff have high expectations for all children. They are supporting children to develop a sense of right from wrong, and give gentle reminders for behaviour when required. For example, staff help to engage children in story time as they become excited after lunch.

Staff encourage children to develop their curiosity. They provide opportunities to explore the natural world as they go on an adventure in the local community. Children are given a list of photographs that encourage them to look for different birds, including 'coots' and 'moorhens'. Some children display high levels of excitement as they correctly identify the birds. Staff ensure that parents are included in outings, so they can join in and help to extend children's learning.

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

- Staff support children to develop their knowledge of mathematics. They support children in recognising numbers up to 10 within the environment and encourage them to practise their counting skills during play. As a result, children are developing good maths skills.
- The manager regularly liaises with external professionals, such as specialist teachers, to ensure that strategies are effectively implemented for children with special educational needs and/or disabilities (SEND). She completes referrals swiftly, and uses additional funding effectively to enhance the learning experiences available to children with SEND. For example, they have purchased new water play resources to engage and extend their interests in sensory experiences. This ensures that the individual needs of children with SEND are met.
- Children enjoy outings. For example, they go for walks around their local area. Leaders ensure that they have enough staff to meet requirements, and staff safely supervise children. However, they do not fully consider how to manage larger groups of children to ensure that they all consistently benefit from positive interactions at these times. For example, some children are eager to advance along the walk and they explore themselves, whereas others are held back and staff spend more time giving reminders about behaviour expectations, meaning that they have less opportunities to find out about the natural world.

- Staff provide plenty of opportunities for children to develop their coordination. For example, they go on regular outings where children practise walking and climbing. This helps to develop children's core strength and balance. Children display positive attitudes towards their learning as they initiate bat and ball games in the outdoor space. They show high levels of concentration as they practise hitting the ball back and forth to one another.
- Staff promote opportunities for children to celebrate their own cultures. For example, they welcome parents into the nursery to bake traditional biscuits with the children. This helps children to develop a sense of belonging. However, staff are not fully effective at supporting children who speak English as an additional language. For example, they have not fully explored how to support these children to communicate their wants and needs. Therefore, children who speak English as an additional language do not progress as well as possible.
- Partnerships with parents are good. Parents say that they feel well supported by the staff and comment on how happy their children are at the setting. Staff work closely with parents to support children's home learning. For example, they share learning journals every term. This helps parents to stay up to date with their children's progress and gives them ideas on how to support their next steps.

Safeguarding

The arrangements for safeguarding are effective.

Staff have robust safeguarding procedures in place. They know what to do if they have concerns about a child and who to report their concerns to. Staff have up-to-date safeguarding knowledge and refresh their safeguarding training when required. They are aware of the potential signs and symptoms of abuse. Staff also know who to report concerns to if an allegation was made against a member of staff. The manager follows strong recruitment procedures to ensure that staff are suitable to work with children. Children are being taught how to keep themselves safe, such as when crossing the road.

What does the setting need to do to improve?

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

- strengthen the organisation of large-group activities when on outings to ensure that children are consistently engaged in purposeful learning
- support staff and help them to understand how to promote opportunities for children to use their home language in play and learning.

Setting details

Unique reference number	EY350289
Local authority	Kent
Inspection number	10295389
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	26
Number of children on roll	41
Name of registered person	Cygnets Pre School Committee
Registered person unique reference number	RP526905
Telephone number	07778 866051 or 01322 386111
Date of previous inspection	8 December 2017

Information about this early years setting

Cygnets Pre-School/Nursery registered in 2007, and is located in Swanscombe, Kent. The setting is open from 8.45am to 3.30pm, Monday to Friday, during term time only. The setting is run by a committee and employs five members of staff. Three staff hold a level 3 qualification, and two staff hold a level 2 qualification. The setting receives government funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Jasmine Nelson

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 manager and has taken that into account in their evaluation of the provider.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023