

Inspection of Cygnets Nursery

Dawson Hall, Russell Road, Shepperton TW17 9HB

Inspection date: 20 September 2024

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 are settled in this warm and welcoming nursery. They confidently leave their parents and carers and are excited to start the day. Staff know the children extremely well. They prioritise building strong relationships with the children and their families. Staff demonstrate a secure understanding of the children's needs. From the example, when children start attending, information is gathered from parents to help them settle. This helps children feel safe and develop a sense of belonging.

Staff develop a curriculum that is inviting and engaging. For instance, they plan activities to focus on children's speech and social skills. Staff speak clearly and calmly and use age-appropriate language to describe and comment on what is happening. Children develop a love of singing and books through the story sessions in the nursery. They like to sit down with their friends and for staff to read books, indoors and outdoors. Staff use action songs to support children's speaking and listening skills. For instance, staff dance with the children and help them identify different parts of their bodies as they sing. Children thoroughly enjoy these sessions. They listen intently for the instructions, as they move their bodies. All children develop good communication and language skills.

Staff have high expectations for children's behaviour. They set clear and consistent boundaries to help children to know what is expected of them. Children respect the staff and listen well. This supports children's well-being.

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

- Children learn about the benefits of good health. For example, staff implement a self-service fruit bar. Children know to wash their hands, before they use the tongs to scoop up the fresh fruits. Staff talk to the children about the different healthy foods. They provide parents with helpful information, such as healthy lunch box ideas. Furthermore, children learn about oral hygiene, as they practise brushing teeth in planned activities. This approach supports children to understand the benefits of healthy practices.
- Overall, leaders and staff plan an ambitious curriculum for children. Staff understand the curriculum and provide children with varied activities that are based on what children need to learn next. They observe and monitor children's progress to identify any gaps in learning. However, the daily routine is structured in a way that their play is frequently stopped without warning. For instance, staff encourage children to tidy away their activities to move on to the next activity. This interrupts children's learning. Occasionally, this impacts on children's abilities to become deeply engaged in their learning.
- Staff plan to support children's physical development. Children have lots of

opportunities develop their large muscles through self-chosen or planned activities. For instance, staff encourage children to develop their small hand muscles by squeezing and prodding dough. Children skilfully use balance bikes to develop their core strength. Staff gently remind children how to be safe. For instance, they help children to fasten their bike helmets to protect their heads. This helps children to understand how to keep themselves safe.

- Staff support children with special educational needs and/or disabilities very well. They monitor children's development closely and provide specific activities to support their development. These relationships help to close any gaps in learning for children who require additional support. Staff work to create plans to support children's individual needs. This means all children make good progress from their starting points.
- Children's behaviour is good. Staff are positive role models. They provide lots of praise and encouragement to children. Staff model how to take turns. Children go on to copy the positive example provided and they share resources well. For instance, when children have finished racing on the bikes, without prompting, they pass the bike to their friends
- Leaders seek training opportunities for staff to further develop their knowledge. For example, staff use their knowledge from training to further support children's speech and language development. For instance, staff plan daily sessions to target children's speech and language development. Leaders work hard to support staff's well-being. For instance, they regularly evaluate workloads. The staff report they feel valued and supported in their role.
- Staff work well in partnership with parents. They share information and have daily discussions with the families. This helps staff to get to know the family and plan activities to meet the children's individual needs. Parents say that they are provided with good support for their children to get them prepared for their next stage of education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen daily routines to ensure that children can continue to explore and expand their learning for longer periods of time without interruptions.

Setting details

Unique reference number	EY536385
Local authority	Surrey
Inspection number	10355496
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	2 to 4
Total number of places	35
Number of children on roll	30
Name of registered person	Gelver, Rebecca
Registered person unique reference number	RP536384
Telephone number	07789037297
Date of previous inspection	30 November 2018

Information about this early years setting

Cygnets Nursery re-registered at its current site in 2016 and operates from a hall in Shepperton, Middlesex. The nursery operates term-time only, from 8.30am to 4pm, Monday to Thursday, and from 8.30am to 3.30pm on Fridays. The nursery employs five members of childcare staff. Of whom, four hold appropriate childcare qualifications from level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- The leader and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector talked to staff, parents and children 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 carried out a joint observation of an activity with the leader.
- 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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