

Inspection of Cygnets Pre-School and Breakfast Club

Hampton Children's Centre, Hargate Way, Hampton Hargate PE7 8BZ

Inspection date: 4 October 2024

Overall effectiveness	Outstanding
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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 thrive in this warm, inviting and fully inclusive environment. Dedicated staff quickly establish strong bonds with children and their families, and, as a result, children demonstrate that they feel safe and secure. Children arrive excited and eager to start their day. They are greeted by staff, who support them to settle quickly. Staff know the children exceptionally well and adapt and personalise every part of children's daily experiences to meet each child's individual needs.

Expectations and aspirations for all children, including children with special educational needs and/or disabilities (SEND), are high. Staff are excellent role models. They teach children to be respectful of each other and their environment. This respectful behaviour is mirrored in children's interactions. In the garden, children learn to take turns as they investigate which autumnal objects will successfully roll down the guttering. While using the swing, children independently use the language of turn-taking as they negotiate whose turn it is next.

The management team is passionate about providing an ambitious curriculum for all children. It works with staff to plan a wide range of inspiring activities that ignite children's curiosity and build on previous learning. As children explore magnetic shapes, highly skilled staff introduce words such as 'attract' and 'repel'. They are on hand to develop children's knowledge as they investigate why the magnetic shapes move together and push apart. Additionally, the sensory room provides children with a safe space to find calm and to self-regulate. This helps to support their engagement with the broader curriculum as they settle. All children, including children with SEND, flourish in this highly engaging environment.

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

- The leadership team has excellent knowledge of early childhood education and of effective teaching and learning. Staff have a secure knowledge of the curriculum and understand the skills children need for future learning. As a result, children are provided with the care and education they deserve, in order to make the best possible progress in their learning.
- The key-person system is extremely effective, and staff know all children exceptionally well. They make accurate and precise observations and assessments of children's progress, and plan appropriate next steps to move children's learning forward. Staff use their knowledge of their key children, as well as their observations and assessments, to identify and plan swiftly for children who may need additional support.
- Staff place a strong focus on supporting children to develop excellent communication and language skills. They ensure that children are immersed in a language-rich environment. As children play, staff provide a narrative to their

actions and help them to think and speculate. All children benefit from consistently high-quality, meaningful interactions. Older children are regularly introduced to new vocabulary, including words from the 'words of the week' board. Staff teach children the meanings of new words and provide opportunities for them to hear and use the words in their own play and learning. Younger children take part in singing, action rhymes and stories as part of everyday practice. Staff understand children's non-verbal cues and respond to their requests as they sing songs together.

- Support for children with SEND, as well as for their families, is outstanding. Staff work relentlessly to ensure that each child gets the support they need. Precise and achievable targets are set and regularly reviewed, in collaboration with parents, to ensure that children make the best possible progress. The leadership team provides opportunities for families of children with SEND to meet and share their own experiences with others. Staff are on hand to offer additional support and guidance and, where needed, refer them to other relevant professionals. Early intervention and positive links with families and outside agencies involved in the care of children ensure a consistent, collaborative approach.
- Children develop a good understanding of healthy lifestyles. They have regular access to an engaging outdoor environment. Older children learn to use their upper body strength to swing on the trapeze, and younger children develop their hand-eye coordination as they tip and pour the sand. As a result of staff knowing the needs of the local area, they plan regular opportunities for children to develop their understanding of oral hygiene. Children regularly practise brushing their teeth. They learn how long they need to brush their teeth for and why this is important. As they pretend to find 'dinosaur teeth' in the sand area, they comment that the teeth have probably fallen out because the dinosaur did not brush them properly. Learning is meaningful, and children remember what they have been taught.
- The management team is highly reflective of the service it provides for children and their families. It recognises the importance of creating an environment that promotes staff well-being, and it plans opportunities for staff to continually improve their skills and knowledge in their role. Staff work together cohesively and are a strong, supportive team. As a result of recent training, staff have implemented opportunities for children and their families to attend library sessions in the local area. They aim to promote children's literacy and develop parents' understanding of its importance. Partnership with parents is extremely strong. Parents truly value the individualised care and support they and their children receive.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY430323
Local authority	Peterborough
Inspection number	10354837
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	66
Number of children on roll	85
Name of registered person	Family Action
Registered person unique reference number	RP517161
Telephone number	01733 893361
Date of previous inspection	8 November 2018

Information about this early years setting

Cygnets Pre-School and Breakfast Club registered in 2011 in Peterborough. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.40am to 11.40am, and from 12.10pm to 3.10pm. A lunch club is offered from 11.40am to 12.10pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are 13 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 or above.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector and the manager carried out joint observations of a group activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of 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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