

Inspection of Cygnets of Moore LTD

Moore Cp School, Lindfield Close, Moore, WARRINGTON WA4 6UG

Inspection date:

11 December 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the club excited and ready to play. They are eager to share the events of the day with the vibrant and supportive staff. The welcoming and well-thought-out environment provides children with the option to play or to rest after their busy day at school. This helps children to feel safe and secure. Staff and children create club rules together, which set out clear expectations of behaviour. When children test the boundaries, staff gently remind them of these shared expectations. Consequently, children behave well. Older children show care and consideration for the youngest children. For example, a newly introduced buddy system encourages older children to share time and activities with younger children to help them settle in. This helps children of all ages to form friendships and supports children's personal and social development.

There is a culture of mutual respect at the club. Staff and children play alongside each other, speaking with kindness and affection. For example, children ask staff to join them in playing card and board games. Children's opinions are valued as staff seek their views about future activities and menu ideas for the teatime snack. Staff plan and provide children with an interesting range of play-based activities that continue to support their skills and knowledge. For example, children are eager to create pictures and decorate paper bags for Christmas so that they can take home their arts and crafts.

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

- Leaders and managers are dedicated to the club. They regularly evaluate their provision using input from parents, children and staff. They use this input to make meaningful plans for improvement. For example, following parental feedback, staff have created a private social media page to share information on upcoming events and key activities that the children have enjoyed each day. Managers follow rigorous safer recruitment processes and support staff well. For example, staff benefit from regular supervision sessions and many opportunities to enhance their knowledge through online and face-to-face training. This strengthens staff's skills and promotes well-being.
- Partnerships between the club and school are strong. The club staff speak to teachers each day and share key information with parents and carers. Staff gather information on children's experiences at school and use this to enhance activities provided at the club. For example, they provide craft activities, books and online resources to build on children's understanding of celebration days and key events, such as Remembrance Day and Diwali. This reinforces school learning and supports continuity of opportunity.
- Children with special educational needs and/or disabilities are well supported.

Staff work with the school and families to ensure a consistent approach that meets the needs of individual children. Staff adapt their practice and make sure all children feel welcomed and valued.

- Staff encourage children to be independent. For example, children hang up their own coats and bags and independently select what they would like to play with. Children are supported to make healthy choices and are aware of how to keep themselves healthy. For example, they are aware that they wash their hands to remove germs and that fruit and vegetables keep them healthy.
- Children have plenty of opportunity to develop their imaginative play. For example, staff and children play with construction bricks and discuss what they are making. They chat happily about the size of their creations and what they might make next. Staff seamlessly repeat what children have said and add in new words to extend their vocabulary. This supports children's communication skills well.
- Children have access to an array of books that follow their interests. Some children choose to look at the books independently while others will ask staff to sit and help them to read the story. Staff do so happily, talking about the key characters as they go. This supports children to develop a love of literacy from an early age.
- Parents are very happy with the service they receive from the club and comment positively on the changes introduced by new leaders. They state that they 'cannot praise the club enough' and value the high levels of communication and the caring nature of the staff team.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

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| Unique reference number | 2694052 |
| Local authority | Halton |
| Inspection number | 10363604 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children at time of inspection | 4 to 11 |
| Total number of places | 38 |
| Number of children on roll | 78 |
| Name of registered person | Cygnets of Moore LTD |
| Registered person unique reference number | 2694050 |
| Telephone number | 07818083133 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Cygnets of Moore LTD registered in 2022 and is located in Moore, in the borough of Halton. The provider employs eight members of childcare staff. The club opens from Monday to Friday, during school term times. Sessions are from 7.30am until 8.45am and from 3.15pm until 6pm.

Information about this inspection

Inspector

Kerry Maddock

Inspection activities

- The manager showed the inspector the premises used by the club and how these are organised to meet the needs of the children.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the club.

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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