

Inspection of Cygnets Pre-school

Langford Village Primary school, Peregrine Way, Bicester, Oxfordshire OX26 6SX

Inspection date: 16 January 2025

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 flourish in the care of the dedicated and attentive staff team. They have formed close attachments with staff, who provide warm and nurturing care. This helps children to settle quickly and feel safe and secure. Staff have carefully sequenced the curriculum to support children to build on their knowledge and skills. They consider the interests and needs of each child so that they all make good progress.

Staff plan imaginative activities and experiences. For example, as they create fake snow, children quickly become engrossed, listen to instructions and watch attentively. They use pipettes carefully to suck up water as they mix the 'snow'. Children express astonishment as the mixture expands. They excitedly touch the snow and discuss what it feels like, using words such as 'squishy' and 'soft'.

Children understand the routines of the day and respond positively to the high expectations of staff. Staff are good role models for children, demonstrating how to be kind and to respect others. They give clear guidance to support children's good behaviour. As a result, children listen and respond attentively when they speak to them. Staff provide children with plenty of praise and encouragement. This supports their behaviour, self-esteem and confidence effectively.

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

- The passionate and dedicated leadership team have a clear focus on what they want children to learn. The curriculum provides rich and varied activities and experiences to stimulate and motivate children. Staff carefully assess children's individual needs to identify next steps and raise the quality of children's learning and development.
- Children with special educational needs and/or disabilities are supported effectively. The pre-school works closely with parents and professionals involved in the children's care. As a result, they make good progress from their individual starting points.
- Parents speak incredibly highly of the pre-school. Staff work closely with parents, and children benefit from this strong continuity of care. Parents appreciate the regular communication regarding their children's learning and development. They feel that their views are valued and give considerable praise to the 'impressive' staff team.
- The leadership team are extremely effective at reflecting on the setting and supporting the committed team. They recognise the importance of valuing the well-being of staff. Staff say they love working at the pre-school and feel very well supported. Professional development opportunities are regularly encouraged to help staff to develop their skills. For example, training on high quality

interactions has helped staff to listen and respond to children more effectively. The leadership team follow robust vetting and recruitment procedures to check that all staff are suitable to work with children.

- Staff encourage all children to develop a love of books and stories. Children freely choose books to read and show an interest in stories. They become engrossed as they sit next to staff and listen attentively. Children eagerly point to illustrations and predict what might happen next. For example, children re-enact 'We're going on a Bear Hunt' with staff. They exuberantly recreate the journey, screaming with delight when they reach the bear cave.
- Staff support children effectively to recognise and name shapes. Children learn to use mathematical vocabulary such as 'more' and 'less'. They are encouraged to count pieces of fruit during snack time. However, staff do not always make the most of opportunities to promote children's early number and mathematical skills.
- Communication and language are well-supported. Staff build on children's speech and language skills by, for instance, using simple sentences and maintaining a narrative as they play. They use songs and rhymes to develop children's understanding of common words and language patterns. However, on occasion, staff do not correct children's mispronunciation or model vocabulary accurately.
- Children are physically active. They enjoy daily outdoor play. Staff encourage children to take age-appropriate risks, such as balancing on tyres and walking on planks as they negotiate the obstacle course. Children relish the sense of achievement when they complete tricky tasks. This builds children's confidence and teaches them about their capabilities.
- The transition process for new children joining or moving to school is designed to support children to feel safe and secure. Links with staff at the host school are very strong. This helps to promote a smooth transition for children when they are ready to move on to the next stage of their learning.

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 teaching strategies to more consistently promote children's early number and mathematical skills
- ensure the correct language and pronunciation are modelled accurately, to fully support children's developing language skills.

Setting details

Unique reference number	EY267146
Local authority	Oxfordshire
Inspection number	10376046
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	32
Name of registered person	Cygnets (Langford Village Under Fives) Committee
Registered person unique reference number	RP909397
Telephone number	01869 369021
Date of previous inspection	15 May 2019

Information about this early years setting

Cygnets Pre-school registered in 2003. It is located in Bicester, Oxfordshire. The pre-school is open during term time only, Monday to Friday from 8.45am to 3.15pm. The pre-school receives early education funding for children aged two, three and four years. There are seven members of staff employed to work with the children. Of these, one holds an appropriate early years qualification at Level 5, five at level 3 and one at level 2.

Information about this inspection

Inspector

Kate Robertson

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 provision.
- The inspector and manager completed a 'learning walk' throughout the pre-school. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities.
- The inspector had meetings with the manager and chair of the committee. She looked at a sample of policies and procedures, staff qualifications and evidence of the suitability of staff.

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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