

Cygnets Day Nursery

Inspection report for early years provision

Unique Reference Number	EY364290
Inspection date	16 July 2008
Inspector	Angela Hufton
Setting Address	14 Swan Street, Bawtry, Doncaster, South Yorkshire, DN10 6JQ
Telephone number	01302 714705
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Registered person	Cygnets Of Bawtry Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cygnets Day Nursery is privately owned and originally opened in August 2001. The nursery re-registered in 2007 as a limited company. It operates from the ground floor of a residential dwelling, situated in the village of Bawtry in Doncaster. There is an enclosed garden area and use of an outbuilding for outdoor play. A maximum of 20 children under eight years may attend at any one time. There are currently 25 children on roll including four children funded for early education. The nursery serves the local and wider community. The nursery opens five days a week all year round. Sessions are from 08.00 to 18.00 Monday to Friday. Five full time staff work with the children. All have early years qualifications, with most staff working towards higher level awards. The setting have an Aiming Higher quality assurance award from the local authority and is a member of the National Day Nurseries Association. They receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's overall health is well promoted because they are cared for in clean and hygienic surroundings. Staff competently implement effective hygiene procedures, for example, staff wear disposable aprons and gloves when changing nappies and sleeping children are always provided with individual bed linen to prevent the risk of cross-infection. Children learn about keeping themselves healthy; they understand the need to wash their hands after going to the toilet and older children use tissues independently to blow their noses. Children's awareness of good hygiene practices is effectively supported by staff through encouragement and explanations as to why they need to wash their hands or blow their noses. This ensures the risk of cross-infection is minimised.

Children receive appropriate care and attention in the event of minor accidents. Staff have a sound understanding of the principles of first aid and hold relevant certificates. All accidents are recorded and circumstances shared with parents, however, some accident records do not contain sufficient detail to fully ensure children's ongoing health needs. Children's welfare is protected in the event of them requiring medication as clear parental consent is obtained and all medication is recorded. At times there is insufficient clarity in the records such as to the exact health reason for the medication, however, all medication is discussed with parents to promote children's health. Children enjoy spending time outdoors and begin to understand about exercise and fresh air for their health. They are provided with additional opportunities for exercise as they take walks and trips out into the local community. Through the provision of additional space in the outbuilding children have opportunities to be active outside on a daily basis.

Older children help themselves to drinks of water and all children are offered drinks at frequent intervals to ensure that they all remain hydrated. They enjoy a variety of healthy snacks, with a good variety of fruit, and children talk about their favourites. Children's individual dietary needs are met because all relevant information is sought and they begin to express preferences. For example, as staff let children know what is for lunch, older children are delighted that this includes chicken. Other children say that they like the vegetables. Meal times are social occasions where children are encouraged to serve themselves and choose who to sit with. Babies have bottles and meals according to their individual routines and if they are unsettled are gently soothed and cuddled until their parents arrive.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy their time in a safe and welcoming environment. They benefit from having designated rooms within the self-contained and secure nursery. Further security measures ensure that only known adults can enter and children are unable to leave unsupervised. Children are kept safe in the event of a fire because good procedures are in place and practised regularly with the children. This means they are familiar with how to leave the premises quickly in the event of an emergency. Children use safe and suitably maintained equipment and have access to a good range of resources that are well organised for them to access independently.

Children's safety is promoted because regular risk assessments are undertaken, with potential hazards identified and steps taken to minimise the risk to children. They benefit from good levels of supervision to ensure they stay safe. Procedures are in place to protect children on outings, including on collections to and from school and outings in the local vicinity. Sleeping children have suitable provision. Young children sleep on individual purpose-designed mats and staff are close on hand to supervise. Children's welfare in the event of child protection concerns is suitably supported. Staff have a good understanding of their roles and responsibilities to protect children and are aware of some reporting procedures. However, staff are not sufficiently confident of the procedures to follow in the event of allegations against themselves and may potentially leave children at risk whilst further advice is sought. Children learn how to stay safe through clear explanations and support from staff. They understand why they need to keep the dolls over the water tray as they are washing them so they don't slip on water splashed on the floor.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident in the setting and benefit from very warm and affectionate relationships with staff members. They move freely around the base rooms or outdoor area accessing activities of their free choice because staff have planned these effectively to meet children's interests and learning needs. Children benefit from lots of practical and sensory experiences, such as playing with sand, water and dough. Babies and young children enjoy very close and caring relationships with staff to support them to feel safe and secure. The planning of activities for babies and younger children takes full account of the 'Birth to three matters' framework and ensures a balance of activities across all areas of children's learning and development. Initial assessments of children are consistently completed to identify their starting points. Staff undertake observations and adapt activities to meet children's needs as they get to know their requirements.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and use this knowledge to effectively plan and provide interesting and challenging opportunities, enabling children to make good progress. Good use is made of daily spot observations and focused activities to assess what children can do and plan for their future learning. Recent adaptations to the planning and use of focused activities is at an early stage and has yet to be fully developed to ensure the revised planning is effective in all areas, particularly aspects of mathematics. Children have realistic targets that build on their existing knowledge and skills. Staff plan a range of activities linked to particular children's interests. Children's assessment files are updated on a suitably regular basis and information from these is used in planning. However, initial assessments for children are not consistently carried out with early input from parents to ensure planning for each child's learning is effective at the earliest opportunity. Children benefit from staff using a variety of teaching methods that encourage self-discovery and reinforce learning.

Children are motivated and engaged in their play and learning. They have a good understanding of their own needs and are confident in meeting their personal health needs such as independently visiting the toilet or putting their slippers on. Children have very good relationships with their peers and listen carefully to each other. They are able to explain their ideas and experiences. Children listen intently to stories and sing enthusiastically, for example, asking for favourites and delighting in the range of musical instruments. They learn the sounds

that the letters make and staff encourage children to say their initial's sounds. All children are encouraged to write or make marks for their name. The more able children write their own name. Children's language skills are good, they show awareness of the listener and negotiate well within their play. Reading skills are developing, as they recognise their own name on labels around the setting. Children know how books work and handle them with care, choosing to go and read independently, sit with their friend or cuddle in with a member of staff to read a story.

Children are interested in numbers and counting, they are beginning to understand simple addition and subtraction as they sing number rhymes or work out whether there are more red or green bean bags as they throw them through various hoops. They complete jigsaw puzzles which develops their mathematical ideas and helps them to solve problems for themselves. Children demonstrate a strong impulse to explore and investigate, and show interest in why things happen and work. They confidently use the computer to support their learning. This is further enhanced through access to items such as cameras. Children are gaining knowledge of their community and the wider world through the provision of a range of resources and activities. These include visits within the community such as to the library to choose new books or taking items to the recycling bank.

Children move confidently and in safety around the setting. They display a good awareness of personal space for themselves and for others. Children use the wide range of large and small equipment confidently, with increasing control and co-ordination. They display increasing skills when using tools in their play, creative and design work. Children demonstrate understanding of good practices with regard to eating and personal hygiene. During regular use of the outside areas, children learn about exercise and how it affects their bodies.

Children respond excitedly to a wide range of creative activities. They sing with gusto, love role play and explore paint and other materials. For example, they develop their imagination with a range of resources in the sand tray and chat to their friends about their holidays. Children at the water tray imitate adult roles; two young children washing their 'babies' talk excitedly. All children discuss their own or others' creative ideas and are guided by staff who encourage the children to observe, express their own thoughts and develop their language.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals. They are cared for by staff who work very well with parents to meet individual needs and ensure all children are fully included in the nursery. Children benefit because there is a trusting and mutually supportive partnership. They are starting to gain a sense of belonging as they join in the group time activities, freely choose the activities they wish to become involved in, or hang their coats on their named coat pegs. Their good behaviour is appropriately fostered by the staff's sensitive intervention and positive reinforcement.

Children are developing their awareness of the wider society through the activities and resources that the practitioners provide. For example, activities around the many festivals and celebrations, books and posters around the setting, and the dolls and small world play figures that the children use within their imaginative play. The younger children are beginning to play harmoniously with each other, through the staff's reassurance and encouragement. Older children play co-operatively with their peers. Children receive appropriate support from the staff, for instance, within their play, meeting all personal needs or giving cuddles to offer reassurance. Older children freely show care and concern for others such as when a child realises

there are too many chairs out for lunch but says to staff that it can stay just in case a child needs a clean seat if they spill their dinner. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. An effective partnership with parents and carers contributes to the children's well-being within the nursery. Children's individual care and educational needs are fully discussed with the parents before the child starts at the setting, enabling staff to be fully aware of the children's needs. The staff welcome informal contact with parents at the beginning and end of each day; they share information about the children's progress on a regular basis, and parents are able to view their child's development file at any time. Parents evenings and newsletters help to keep parents informed about the nursery's activities, there are opportunities for parents to be involved in their child's early education and ongoing assessments. Parents and carers have access to good quality information regarding the group, including a prospectus and policies and procedures.

Organisation

The organisation is good.

Children clearly benefit from being cared for by a consistent, experienced staff team who are highly committed to promoting the outcomes for children. The manager offers clear leadership and guides staff so that the nursery is well organised throughout the day. Staff fully understand their roles and responsibilities so that adult-led activities are prepared and delivered effectively. This means children consistently have learning opportunities and are always purposefully engaged. Children's welfare is supported by overall good record keeping. Documentation is reliably maintained and mostly contains appropriate levels of detail. Registers are marked as children arrive, however, the setting have recently adapted their systems and the recording of children's departure is currently not accurately recorded. Staff registers do not always clearly identify which staff are caring for which children at a particular time. However, there are clear records to show overall staff attendance to protect the children. Appropriate systems are in place to recruit and vet new staff and this ensures only suitable adults work with the children.

The leadership and management of early education is good. There is a clear commitment to develop the provision for the children. The nursery implement their own action plans to ensure ongoing improvement and work closely with external advisors for support. Staff continue to maintain their professional development by attending training and use their knowledge to implement new ideas to benefit the children as a whole. Senior staff plan for children's learning through a range of interesting themes that inspire and captivate the children's imaginations. The manager ensures through daily explanation that all staff understand what the learning objectives are and how these are differentiated for the range of abilities. This means children are supported in their play. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop staff knowledge and understanding with regard to safeguarding including in the event of allegations against themselves
- continue to develop policies, procedures and record keeping to promote children's welfare with particular regard to ensuring times of children and staff arrival and departure are consistently recorded, there is a system for sharing any complaints with parents and accident and medication records contain more detail.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning and the use of focused activities to build on what children can do including all aspects of mathematics
- make more effective use of assessments of children's starting points through gathering information from parents at an early stage.

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