

Cygnets Day Nursery

Inspection report for early years provision

Unique reference number EY364290
Inspection date 24/05/2011
Inspector Angela Howard

Setting address 14 Swan Street, Bawtry, Doncaster, South Yorkshire, DN10 6JQ

Telephone number 01302 714705

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Cygnets Day Nursery opened in 2001 and re-registered in 2007 as a limited company. It operates from a converted Georgian building. The children have access to a fully secure outdoor play area. The setting serves families from the immediate community and the surrounding areas. The setting is open from 8am until 6pm each weekday 51 weeks of the year, excluding bank holidays. The setting is registered to care for a maximum of 20 children aged from birth to five years, of which no more than six may be under two years at any one time. There are currently 33 children on roll, of which six receive nursery education funding. Children attend for a variety of sessions. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are eight staff who work directly with children. Seven staff hold an appropriate early years qualification. The setting is supported by Early Years Foundation consultants from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming environment where children are happy and make good progress in their learning and development. Expectations of children are high and thorough initial and ongoing assessments ensure staff are able to plan effectively the next steps to stretch children's learning. A very positive working relationship with parents ensures children's individual needs are successfully met. Planning for improvement is effective in enhancing the outcomes for children, although, staff are continuously looking for ways to further strengthen this process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review and extend the ways in which self-evaluation is used to reflect on practice and identify areas for improvement
- build upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided compliments the education received at other settings.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are rigorous and staff have a good understanding of how to protect children and what action to take should they have any concerns about a child's well-being or safety. Robust recruitment and vetting procedures ensure that adults are suitable to work with children. The well planned induction and appraisal system helps staff to understand their responsibilities and

further extend their skills. Safety is given high priority and staff undertake rigorous risk assessments and daily checks to ensure potential hazards in all areas and activities are reduced. The nursery has a very secure entry system, which means only those authorised to collect children can gain entry to the premises. All regulatory documents are of very good quality and are implemented effectively to ensure that the needs of all children are successfully met. The staff take pride in the presentation of their rooms and work hard to ensure children can move around freely and choose what they wish to play with. Self-selection is well-established in both rooms of the nursery, where children are highly independent from a very early age. The play environment, both indoors and outdoors, is very child-centred, providing good stimulus for free play and exploration for all who attend. The nursery has a strong commitment to equality and diversity and promotes this very well. For children who have special educational needs and/or disabilities, good support systems are in place, which ensures their inclusion and full participation. For example, staff seek and utilise support and guidance from a range of professional services where appropriate. They liaise closely with parents to support additional learning needs, which helps them focus very effectively on the inclusion of all children. Attractive photographs of children attending and posters which positively promote diversity are used effectively around the nursery. There is a suitable range of good quality resources and planned activities that help children understand and appreciate similarities and differences.

From the outset staff work in complete partnership with parents and ensure that a personal welcome is given to everyone entering the building. This promotes good communication and creates a strong sense of belonging. Parents report that they feel very well informed about all aspects of the nursery and the progress their children make. They state that they have the highest praise for the staff and really appreciate all that has been done, a fabulous team, outstanding level of care and that their children have positively thrived. The relationship with other professionals is positive. Staff are proactive in attending meetings and sharing with settings transition records. However, it is not sufficiently clear how the different settings offering the Early Years Foundation Stage complement each other to ensure continuity of care and education. Leadership and management of the setting is strong, so that staff are passionate about promoting good, child-centred practice and ensuring the best outcomes for children. The nursery is developing good systems to constantly reflect upon what they do. All recommendations at the last inspection have been completed and any improvements identified during the self-evaluation process have had a positive impact on the overall quality and outcomes for children, such as the development of the outdoor play area. Staff are confident about what the setting needs to do to improve and are very receptive to the inspection process. However, although, they have begun to collect sound information and identify some improvements for the future, they have not yet included how the proposed changes or what the setting does well impacts on outcomes for children.

The quality and standards of the early years provision and outcomes for children

Staff support children's learning effectively as they have a clear understanding of what children need to learn next based on regular observations and assessments. They start from a sound baseline assessment when planning activities. Staff are keen to focus on children's individual interests and use this information to make them feel nurtured and highly valued. The success of this approach is seen by the children's good progress and high levels of enjoyment. Babies play very imaginatively in the role play area, making tea and dinner. They care for dollies putting them in and out of pushchairs and love to chatter to mummy on the telephone saying 'hello, hello'. Babies thoroughly enjoy using the very wide range of different materials, including water, sand, paint and gloop. Displays show children have access daily to a very good range of craft experiences. This enables them to make their own discoveries, developing their imagination and ideas independently in well supported, child initiated play. Babies settle very quickly and engage well with the range of activities offered. A good range of heuristic play resources, and varied treasure baskets stimulate sensory and tactile experiences.

Staff talk with children constantly, helping them share and describe their own experiences. They make good eye contact with the children as they speak, reinforcing messages and helping children to learn to listen well. Babies love to share story books, as staff read they point to the teddies eyes and nose and the children repeat the words and find their own eyes and nose. Children take the lead from an early age for their personal care and are developing a good sense of responsibility as they help to tidy away. Creativity is nurtured well as the activities and experiences are varied and imaginative. Children in the pre-school room are very sociable and have formed strong friendships with peers. They play together harmoniously and understand the rules of the setting. For example, they know they need to wear a badge to access different areas of the setting. A child explains to the inspector that she can not play at the computer unless she puts on a badge. Children are very independent as they put on aprons, coats and shoes very skilfully. They are very keen to share ideas and be involved in routines of the nursery, such as tidy up time. Children bake regularly which successfully introduces weighing and measuring. They construct complex buildings from a very wide range of construction blocks and independently access number games and an array of different kinds of stacker boxes to learn about shape, size, order and volume. They use balancing scales and number bean bags putting them in order and pour and measure in the water play explaining that the bowl is full but the colander is empty because it has holes in it. Therefore, children have many opportunities to 'problem solve' in their free play. This results in children being engaged in purposeful play which helps to develop strong skills for future learning.

Children learn effectively how to keep themselves safe and healthy. They learn why they must wash hands and put coats on in the cold. Children demonstrate a good awareness of possible dangers and hazards as they help to mop up and sweep any spills on the floor. They are encouraged by staff to think about how to keep themselves safe by considering the outcomes of their actions. When they jump off the steps outdoors or ride on the two wheel bike staff ask them to

consider the dangers. Children quickly reply that they need to be careful, they do not jump as some one passes by or ride into anyone. Therefore, sensitive reminders about rules help children to begin to take responsibility for keeping themselves safe. They enjoy a good balance between the freedom to explore and the staff setting safe limits. Children's independence skills are nurtured, as they serve their own meals, make their own play choices and learn to return toys to the correct place on the shelves when they have finished playing. Children seek out others to join in self-initiated games and learn to respect others feelings through discussions and the good examples set by staff. Staff follow agreed care routines that children know and understand. They are offered a healthy range of fresh wholesome food daily and the effective use of the outdoor play area ensures the successful promotion of children's health and well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met