

# The Cygnets Milton Pre-School

Humphries Way, Milton, CAMBRIDGE, CB24 6DL



<b>Inspection date</b>	14 December 2017
Previous inspection date	21 February 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The committee has worked effectively to address the weaknesses from the last inspection. Robust procedures have been implemented to help ensure all current and new committee members are suitable for their roles.
- Staff provide skilful support for children who have special educational needs and/or disabilities. They work closely with parents and other professionals to help children make the best progress possible.
- Children make independent choices from good quality and well-organised resources. They learn to do things for themselves, such as putting on their coats and tidying away their toys. This supports their readiness for school.
- Children enjoy their time in pre-school. They build strong bonds with their key person and have kind and caring attitudes towards their friends.
- The partnerships with parents are strong. Staff communicate with parents effectively and share information about children's learning experiences. Parents praise staff for their support and say they are approachable and welcoming.

### It is not yet outstanding because:

- Staff do not consistently adapt their teaching strategies to provide increasing challenge for older and the most able children.
- Managers track the progress of some groups of children who attend, but not all. As of yet, they do not use the information gained to effectively identify gaps and promote outstanding progress for all children.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- enhance staff skills in adapting teaching to provide even more challenge for older and most-able children
- extend the tracking of different groups of children to include all groups attending and use the information gained to identify gaps in provision and enhance children's attainments.

### Inspection activities

- The inspector spoke with parents, children and staff during the inspection. She observed the quality of interactions between children and staff.
- The inspector and the manager observed a specific activity and evaluated the quality of teaching and children's learning.
- The inspector held meetings with some committee members and the manager.
- Some documentation was sampled, including evidence of staff's and committee member's suitability, children's records and the pre-school's self-evaluation.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a confident understanding of the possible signs of child abuse. They know the procedures to follow if they have concerns about children's welfare. The management committee implements appropriate procedures to recruit staff and verify their suitability. Staff check the premises for any hazards. They discuss risks with children to help them to learn about safe behaviour, such as why walking down the steps is safer than running. The manager meets with staff frequently to offer support and guidance. Training is well planned and staff are encouraged to develop their skills. For example, some have attended courses that increase their knowledge of autistic spectrum disorder. Staff have strengthened links with other settings the children attend. Children regularly share in school events, which supports their move into Reception.

### Quality of teaching, learning and assessment is good

Staff know the children well and plan a varied programme of activities that reflect children's ideas and interests. They regularly observe and assess the children to plan for the next steps in their learning. Children join in the activities with interest. They examine sunflower heads and remember the ones they grew in the summer. Staff provide magnifiers and tweezers to help children examine the seeds closely. Children show a good knowledge of the world as, for example, they suggest feeding seeds to the birds. Staff carefully plan adult-led experiences that support children who find concentrating difficult. For example, children's curiosity is aroused when staff introduce exciting new objects from a covered bucket.

### Personal development, behaviour and welfare are good

The pre-school is welcoming and inclusive. Staff give a high priority to settling-in processes and work closely with parents to meet each child's care and learning needs. Children enjoy being physically active and spend long periods of time outdoors appreciating fresh air and exercise. Staff have discussions with children about the health benefits of eating a balanced diet. Children develop their understanding of mathematical concepts. For example, they transport different quantities of sand and find out how many objects they can fit in a bag. Staff provide a wealth of sensory experiences. Children delight in digging in mud, mixing glitter and flour, or painting with chunky brushes.

### Outcomes for children are good

Children are supported well to develop the skills they need for their eventual move to school. All children, including those who receive additional funding, make good progress in their learning. They become motivated learners who concentrate well and listen attentively. Children eagerly join in spontaneous story times and have confident conversations with adults. Older children learn to sound out their names and link sounds with letters. Young children learn about numbers as, for example, they sing counting songs.

## Setting details

<b>Unique reference number</b>	EY491073
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1086659
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	The Cygnets Milton Pre-School Committee
<b>Registered person unique reference number</b>	RP533680
<b>Date of previous inspection</b>	21 February 2017
<b>Telephone number</b>	01223 712286

The Cygnets Milton Pre-School registered in 2015 and is run by a voluntary committee. It employs 14 members of childcare staff including the manager. Of these, nine hold appropriate early years qualifications at level 2 or 3. The pre-school opens from 9.05am until 3.05pm, Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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