

Inspection of Cygnets (Whelnetham)

The Old School Hall, Stanningfield Road, Great Whelnetham, Bury St. Edmunds,
Suffolk IP30 0UA

Inspection date: 2 December 2021

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the setting delighted to see the staff and their friends. They wave goodbye to their parents at the door. Children show that they feel safe and secure. For example, they settle quickly and explore the toy dinosaurs in the heavy duty plastic tray and make dens using blankets. Children are confident and well behaved. They are kind and considerate to each other. For instance, they will ask what fruit they would like at snack time. Children enjoy real and meaningful experiences which enhance their play. They develop their small-muscle control and learn about safety as they chop vegetables in the home corner and cut the crumpets up for snack time.

Children confidently use numbers and count to five when playing hide and seek. They show delight and confidence as they explore the woodland area, where they run around and kick the fallen leaves. Children are motivated to explore and investigate. They show good levels of curiosity and concentration, for instance as they explore a cobweb that has been covered in snow. Children are confident communicators and invite staff and visitors into their play. Staff give children lots of praise and encouragement to support their achievements, such as when they make musical instruments.

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

- The management committee, as the registered provider, does not have adequate systems in place to inform Ofsted of changes to the committee. As a result, Ofsted has not been provided with the information required to check the suitability of all committee members. However, the impact on children's well-being and development is minimised because the committee members do not have any unsupervised contact with children.
- Staff provide opportunities for children to develop their mathematical and problem-solving skills through daily routines. For instance, children take pride in being the 'helper' at snack time. Staff challenge children to work out how many cups they need and talk about 'more' or 'less'. This helps children to develop essential skills they need for their future learning.
- Staff use their knowledge of the children's interests to create exciting activities to support children's ongoing development. However, staff do not provide opportunities for children to experience a love of stories and books to further support their communication and language skills.
- Staff have identified that some children struggled coming back to the setting after being at home due to the COVID-19 pandemic. They support children by focusing on their emotional development. Children learn to express their feelings. For example, during circle time, staff encourage children to use Makaton to share how they feel. Staff support the children further through the

use of familiar photos of their families and through discussion.

- Children become increasingly independent in managing their self-care needs. They learn the importance of good hygiene. For example, children help staff to clean the tables before snack and wash and dry their hands. They learn to put on their coats and wellington boots as part of getting ready to go outside.
- Children have plenty of opportunities to be active and spend time outside in the play areas. They are confident and willing to give things a go. Staff support children to manage their own risks, such as when the children climb the trees.
- Children behave well and play cooperatively with their friends. They listen and respond well to staff's instructions. Children understand the importance of sharing and taking turns during their play. For instance, they confidently say 'please' and 'thank you' in their conversations.
- Partnership with parents is a strength of the setting. Parents compliment the manager and staff on the care they provide for their children. They explain that they are kept well informed of their children's development and next steps. Due to the COVID-19 pandemic, parents no longer come into the setting. Despite this, parents comment on the comprehensive feedback that the staff provide at the end of the session.

Safeguarding

The arrangements for safeguarding are effective.

Staff have sound knowledge of their safeguarding responsibilities with regards to protecting children and keeping them safe. They recognise the main types of abuse and understand how to report any concerns about children's welfare or the behaviour of another adult. All staff are trained to recognise signs of potential abuse and have a good knowledge of wider safeguarding concerns. The setting has clear policies and procedures in place to support the staff if they need to make a referral.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that Ofsted is provided with the required information about members of the management committee so that suitability checks can be carried out.	13/01/2022

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

- enhance opportunities for children to experience a love of stories and books to further support their communication and language skills.

Setting details

Unique reference number	EY298384
Local authority	Suffolk
Inspection number	10113154
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	24
Number of children on roll	37
Name of registered person	Cygnets (Whelnetham) Committee
Registered person unique reference number	RP525196
Telephone number	01284 386220
Date of previous inspection	29 April 2016

Information about this early years setting

Cygnets (Whelnetham) registered in 2005. It operates from the school grounds. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday during term time. Sessions are from 9.10am until 12.10pm and from 12.10pm until 3.10pm. A breakfast club operates from 8am until 9am. An after-school club operates from 3.10pm until 5pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Information about this inspection

Inspector

Diane Middleton

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The manager and the inspector had a tour of the setting and discussed how the early years provision and curriculum are organised.
- Parents shared their views of the setting with the inspector in discussion, and the inspector also viewed written evidence and took account of this.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- A joint observation was carried out by the manager and the inspector.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on children's learning.

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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