

Inspection date 30 November 2018 Previous inspection date Not applicable

The quality and standards of the   
early years provision

Cygnets Nursery

Dawson Hall, Russell Road, Shepperton TW17 9HB

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|  | This inspection: | Good | 2 |
| Previous inspection: | Not applicable |  |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

The provision is good

All children, including those learning English as an additional language, make good

progress overall from their starting points. In some aspects of learning, children make   
outstanding progress.

Children's health and well-being is exceedingly well supported. Staff provide children   
with exceptional levels of support to help them overcome anxieties and deal with   
change. They use innovative strategies to help children understand the impact of   
certain behaviours. For example, staff use a large model of teeth with some play   
dough, to show children the impact of biting.

Staff provide play and learning resources of exceptional quality, which are specifically   
sourced and made to support children's individual needs and interests. The superb

presentation of the indoor and outdoor environment is particularly impressive as staff   
have to set up and pack away the premises each day. Children remain absorbed in   
good quality play and learning.

The nursery is well led and managed. The provider/manager makes effective use of   
self-evaluation to identify and target priorities for improvement.

It is not yet outstanding because:

Although parents and other early years providers involved in children's care are well

informed about the nursery's activity plans and weekly learning focus, the   
arrangements for sharing information about children's individual next steps in learning   
are not fully established.

Staff do not always provide quite enough encouragement or inspiration for more able   
children to practise writing for a purpose. For example, they write children's names on

their pictures for them when they are capable of attempting this for themselves.

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To further improve the quality of the early years provision the provider should:   
establish more robust arrangements for including parents and other early years

providers involved in children's care, in planning for and supporting children's individual   
progress, so that children receive the highest level of continuous support

provide more encouragement and inspiration for more able children to attempt to write   
for a purpose.

Inspection activities

The inspector observed children engaged in play and learning indoors and in the

garden.

The inspector sampled a range of documentation relating to safeguarding and staff's

suitability, and discussed children's progress with staff.

The inspector sought and took account of the views of parents.

The inspector held a meeting with the provider and conducted joint observations with   
her and the deputy manager.

Inspector   
Amanda Tyson

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Effectiveness of leadership and management is good

Safeguarding is effective. Staff carry out thorough risk assessments, which are effective   
in keeping children safe. The provider/manager and staff are clear about the procedures to follow if they are concerned about any aspect of children's welfare and attend relevant training for their individual roles. Procedures for recruiting, vetting and inducting new   
staff are robust. Staff receive good support to gain higher level qualifications. The   
provider is extremely focused on seeing identified improvement plans through to fruition, such as developing the provision for role play and providing staff with more training to   
help them develop expert teaching skills. The progress of groups of children is well   
tracked by the provider. She promptly identifies and targets any gaps in children's   
development, such as children's access to mathematical learning and use of technology.   
Parents are very well informed of the nursery's operational matters and weekly group   
learning plans.

Quality of teaching, learning and assessment is good

Staff complete detailed and insightful observations and accurate assessments on

children. Parents are well informed of children's achievements, albeit not always what

the precise plan is for supporting their next steps in learning. Staff promote and teach   
letters and sounds very well. They note children's developing interests, such as with   
skeletons and treasure, and use these to plan exciting activities, such as adding toy coins and bones for children to find in the sand. Staff engage children in highly interesting and   
worthwhile conversations. They make comments and ask questions that inspire

children's thinking and encourage them to test out and develop their own ideas, such as   
making models and experimenting with water channelling.

Personal development, behaviour and welfare are outstanding

Staff help children extremely well to gain an understanding about their immediate and   
wider world. For example, children take part in community activities, such as laying their self-made poppies at the war memorial to mark Remembrance Day. Staff make excellent use of visual aids to encourage children's independence and to support their   
understanding. For example, at snack time, children follow picture instructions to   
determine how many spoonfuls of raisins or pieces of different fruit to serve themselves. Children's behaviour is exemplary. They are extremely clear about the nursery's 'golden   
rules', form firm friendships and are extremely welcoming of new children to the setting.

Outcomes for children are good

Children are well prepared for moving on to school. They are immensely sociable and   
good natured and this is well demonstrated by their enthusiasm to tell jokes and share   
their news and ideas during 'carpet time'. Children are clearly inspired by staff as they   
take great delight in pretending to be the teacher reading a story and then announcing   
'it's time for phonics now'. Older children have a good grasp of letter sounds and are   
beginning to blend them together. They enjoy applying mathematical skills, such as for   
weighing and measuring. Children are rapidly becoming confident in using technology,   
such as two-way radios.

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|  |
| --- |
| Unique reference number |
| Local authority |
| Inspection number |
| Type of provision |
| Registers |
| Day care type |
| Age range of children |
| Total number of places |
| Number of children on roll |
| Name of registered person |
| Registered person unique  reference number |
| Date of previous inspection |
| Telephone number |

EY536385

Surrey

10076722

Sessional day care   
Early Years Register

Childcare on non-domestic premises   
2 - 4

35

38

Gelver, Rebecca

RP536384

Not applicable

07789037297

Cygnets Nursery re-registered at its current site in 2016. It operates from a guide hall in   
Shepperton, Middlesex. The nursery operates Monday to Friday during term time,

between 8.30am and 3.30pm. The provider is the manager and she holds a level 6   
qualification in early years childcare and education. One member of staff has a level 5   
qualification and four hold qualifications at level 3. One member of staff is unqualified and working towards gaining a level 2 qualification. The nursery is in receipt of early

education funding for children aged two, three and four years.

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