

Clockhouse Preschool Playgroup

Inspection report for early years provision

Unique reference number 137287
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Inspector Denys Rasmussen

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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Clockhouse PreSchool Playgroup is run by a management committee. It has been registered since 1990 and is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register. It operates from two rooms in a church hall in Beckenham. A maximum of 24 children may attend the playgroup at any one time. There are currently 30 children on roll. Children are admitted from two and a half years. The playgroup is open from 09:30 to 12:00, each weekday during term-time only. There is an enclosed outdoor play area. Children attend from the local community. The group employ four qualified staff and has regular volunteers.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The partnership with parents and other agencies is a key strength and contributes significantly to ensuring that children's individual needs are well met. Children receive any additional support they need ensuring they all make good progress, given their age, ability and starting points. The safe and stimulating environment promote all aspects of children's welfare and learning with success. Effective self-evaluation ensures that priorities for development are identified and acted on. This coupled with the exceptionally supportive environment results in a service that is fully inclusive and responsive to the needs of all it's users.

What steps need to be taken to improve provision further?

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

- continue to develop the assessment and planning systems.

The leadership and management of the early years provision

Good systems for self-evaluation ensure the setting is continually making improvements. The self-evaluation document, parental questionnaires and the inclusion review identify priorities for improvement. As a direct result of parental questionnaires, the setting have adopted a healthier snack time and introduced 'Talking Ted' to support the children's sense of belonging, their communication skills and promote their self-esteem. The positive attitude of both the manager and her staff to continually develop the provision, their openness to new ideas and by using children's interests and parents suggestions to inform the planning, ensures the quality of the experiences of both children and their parents are relevant and continually improving. Staff are knowledgeable about child development and the Early Years Foundation Stage (EYFS), and because of their continuing development are able to utilise different approaches to individual children, recognising that children may need different methods of teaching and experiences to arrive at the same outcome as their peers. The setting's comprehensive policies and procedures

safeguard and promote the welfare of the children, reflecting the staff's good practice. An experienced and positive staff team are deployed effectively, each understanding their role and responsibility. Regular risk assessments help to minimise hazards, resulting in children being able to play safely.

The excellent partnership fostered with parents, carers and outside agencies ensure children's individual needs are met effectively. The ongoing dialogue and flexible settling in procedures improve the staff's knowledge of the child and their families needs, ensuring they settle well. Dedicated staff endeavour to meet the children's individual needs, support the parents and strive to provide a welcoming, positive environment for all. The setting welcomes the contributions of parents, in whatever form these may take. For example, a parent confident in the use of computers advised and supported the use of the computer in the setting. All parents are also welcomed to use the internet at the setting to access information, the setting's website and the setting's forum particularly if they do not have this facility at home. Parents are respected and acknowledged as their child's first and most important educators and are supported in their own continuing education and development. Parents are very happy with the good progress their children are making and particularly commented on the strength of their children's personal, social and emotional development since joining the group. One parent commented on the importance to her that there is a male member of staff to provide a good role model to her son.

The quality and standards of the early years provision

Children's personal, social and emotional development is well supported and is a strength of the setting. Children are recognised as unique and are encouraged to express their feelings, ideas and thoughts through a relaxed and stimulation environment where they can take time to practise and consolidate their skills. The staff are calm and supportive and relate well to each child, understanding their individual needs and characters. The children play well together and the atmosphere is one of mutual respect. Staff gently remind children of how to behave during minor conflict and the children respond positively. They all enthusiastically tidy up cooperatively, happily getting on with their own tidy up job looking forward to the next session.

Through their observations of the children and liaison with parents and outside agencies; staff know the children well and take into account their starting points, current interests and ideas to extend their learning when informing the planning. The written assessment and planning systems are a work in progress and are being developed to make them as succinct as possible to allow maximum time to be spent working directly with the children. Children are relaxed, motivated to learn and express themselves because the staff have a sound understanding of children's development and how best to help them learn.

The children have an interesting outdoor area where they grow vegetables and learn how to support their growth. They are given good practical opportunities to develop their understanding of number, measurement, pattern, shape and space

and this is developed alongside their knowledge and understanding of the world. For example, they measure the height of the sunflowers they planted as they grow and identify the mini beasts they find in the earth by matching them to the identification chart. They enthusiastically sing action rhymes which introduce them to addition and subtraction.

Circle time is used well to encourage language development and confidence. For example, the children take turns to take 'Talking Ted' home and write a diary with their parents about what he did, this is retold at circle time. 'Oscar' the puppet gets lonely and likes it when the children write to him. The children post their letters in the box for him and excitedly await his reply, encouraging communication and literacy skills. Children enjoy story time and the staff engage them with props to sustain their interest. The activities provided give children opportunities to explore and share their thoughts, ideas and feelings through a good variety of art, design and technology, music, movement, dance and role play activities.

Children are encouraged to adopt a healthy lifestyle. They learn about what is healthy to eat supported by a bar chart they completed about their favourite fruit. They are offered fruit daily for their snack time to encourage healthy habits. Children's physical development is well supported, particularly in the second half of the session which is primarily for children to exert some energy by climbing, using wheeled toys and playing physical games such as the parachute game. This can seem somewhat chaotic to the onlooker but the children thoroughly enjoy this part of the session and skilfully negotiate the space. Children are cared for in a safe and welcoming environment where they confidently make choices in their play and are well protected by vigilant staff.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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