

Clever Clogs Preschool

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Clever Clogs Preschool opened in 1995. The setting operates from the main hall, adjacent room and self-contained annexe within the Hawkwell Village Hall. It is situated within walking distance of schools and shops in Hockley, Essex. All children share access to a secure outdoor play area. A maximum of 50 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 09.15am to 12.00pm and 1.00pm to 3.45pm Tuesday and the lunch club is open every day until 12.45 pm.

There are currently 81 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or out of school care. The pre-school serves the local community and wider areas. The setting supports a small number of children who have special educational needs and children with physical disabilities.

This provision is registered by Ofsted on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The pre-school employs 12 staff, of whom nine of the staff, including the manager hold appropriate early years qualifications. There are currently three staff members working towards an Early Years Foundation Degree. The setting receives support from both the local authority, and the Pre School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are progressing very well in all areas of their development as staff have a very good understanding of how children play and learn; individual learning styles and early childhood development. Enjoying and achieving; positive contribution, deployment of resources, partnerships with parents and others are outstanding aspects of the provision, this ensures continuity of care in meeting the children's needs. There is a strong commitment to both continued professional development and reviewing the effectiveness of the setting; consequently, good progress has been made since the last inspection.

What steps need to be taken to improve provision further?

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

- minimise risks further to children by reviewing aspects of safety procedures within the provision.
- review partnerships with parents, to include formal systems for the exchange of information in relation to children's developmental progress.

The effectiveness of leadership and management of the early years provision

There are secure procedures in place to fully safeguard and promote the welfare of the children, this includes vetting procedures for all staff. Documentation including written policies and procedures are in place and suitably reflect the practice of the pre-school. Staff have a good understanding of their role in safeguarding children, there are clear procedures in place for staff to follow if they have a concern and the designated staff member liaises with other agencies when necessary. Parents are fully informed of the provision's role in safeguarding matters, further protecting children's welfare. Written risk assessments are in place for all areas of play including the outdoor area and for trips out, and they are implemented on a regular basis to ensure risks to children are kept to a minimum. Staff continually monitor the movement of the children and visually check all areas of play; however, some elements of the safety procedures could be reviewed to increase the robustness in promoting children's safety.

The manager and staff work extremely well together as they have a strong commitment and a clear sense of purpose of the overall effectiveness of the pre-school. Regular staff meetings are used as an opportunity to evaluate the effectiveness of the provision and to share good practice and the self-evaluation is used to identify areas for further improvements; this includes using children's comments within the planning and developing further children's profiles. Staff work exceptionally well as a team, as they have a clear understanding of each other's roles and responsibilities and they are all effective in their role. Good management and excellent deployment of resources including staff and play activities, ensure that children are fully included in all aspects of the pre-school and they receive very good play and learning experiences. Snack time for children is exceptionally well organised as children regulate their own snack time and staff are close by monitoring then, consequently, continuous play for children is effectively promoted.

The setting actively promotes equality of opportunity and are exceptional in their partnerships with both parents and other agencies to support and meet children's individual needs. All children and families are valued and appreciated by staff and continuity of care is successfully promoted. Partnership with parents is outstanding as successful systems are in place for the exchange of information on arrival and collection. Children's individual profiles are shared with parents when requested; however, no formal systems have been established to exchange information on children's progression on a regular and/or systematic basis. The book reading scheme and the 'Quirk Bears' project ensure that children's learning in the home is effectively promoted. The notice board and regular newsletters provide good quality information for parents and ensure that parents and carers are continually updated about events and celebrations.

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

Children are making exceptional progress towards the early learning goals given their capabilities and starting points, as staff have an extensive understanding of all the requirements within the Early Years Foundation Stage (EYFS) and are effective in promoting both children's welfare and learning. The provision takes account of individual children's interests and abilities and provides a balance of child-led and adult-initiated activities, and staff ensure to modify or provide additional materials so that all children can participate at their own level. Staff successfully create and organise an enjoyable play and learning environment, both indoors and outside where children are at the centre of their own play and learning, therefore, children are active learners and participators within the provision. Children show a high level of natural curiosity in their learning as they enjoying trying out new activities and play experiences, such as cutting carrots, potatoes and leeks to make vegetable soup. Staff take every opportunity to extend children's play and learning, for example, children being interested in building volcanoes; staff provided appropriate materials for them to build their own structures, therefore, consolidating children's imaginations and self-expression.

Effective planning arrangements are in place; this includes planning for continuous provision and threading through both the principles and themes of the Early Years Foundation Stage. All staff are fully involved in the planning and weekly evaluations effectively identify areas for focus work inline with children's developmental needs and interests. Activity plans ensure that there is an excellent range of activities across the six areas of learning, and planning is adapted to meet the changing needs of children to ensure children's learning styles are accommodated, for example, the boys particularly enjoyed digging in the soil searching for worms. Written observations both focussed and informal are undertaken by the staff and this information is recorded on individual development profiles. Organisational routines of the physical environment, staff and resources are extremely effective in ensuring children's individual needs are met and that they enjoy their time at the pre-school. Resources are of a good quality and the provision is very well resourced, ensuring that children have a continuous range of play experiences and opportunities. Excellent systems are in place to support children with additional requirements, this includes a designated and trained Special Educational Needs Co-ordinator (SENCO). Individual educational plans are implemented and regular meeting with parents and other professionals take place.

Children exceptionally behave well, they understand what constitutes right and wrong and they strive to do their best and to be friendly and care for others. Positive peer's friendships are established as children hold hands and actively helping one another. Staff have a positive, consistent approach, they take into account of each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times. Children are confident talkers using a good range of vocabulary to express their thoughts and feelings, for example, family relationships. The book corner is warm and inviting where children enjoy listening to stories in small groups. Staff use an extensive range of teaching strategies such as visual aids and pictorial

cards during large group sessions and children particularly enjoyed the 'Owl babies' story where their attention was captured and sustained. There are very good ongoing opportunities for children to develop an understanding of problem solving this includes, number rhymes, counting and sorting objects and comparing shapes and patterns. The outdoor environment provides an exciting play area for children where they can play either vigorously on the range of toys or explore the natural world. Regular outings are undertaken, for example, walks to the local parks and library. Visitors such as the Police Officer and Fire Safety Officers are invited into the pre-school to talk about their role and volunteers help out on a regular basis, this includes volunteers discussing with children about the local wildlife and making bird boxes. There are a very good selection of resources and activities that reflect the wider society and children participate in planned festivals and events, for example Diwali; Chinese New Year, Christmas and Easter.

Children develop a good understanding of what constitutes a healthy lifestyle and staying safe as staff effectively guide and support children's understanding through daily routines and interactions. This includes children being reminded to wash their hands when needed; eating healthy snacks, participating in fire drills and using play equipment safely and appropriately, for example, the scissors. Hand washing facilities are of a good standard and nappy changing is hygienically and sensitively undertaken in an area well away from the space used for play or eating. Staff ensure that privacy is maintained at all times for the children and that they are fully supported in their self-help skills.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1
The extent to which children develop skills for the future	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