

Cliffe Woods Pre-School & The Acorn Club

Inspection report for early years provision

Unique reference number	EY241306
Inspection date	20/01/2010
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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

Cliffe Woods Pre-School and The Acorn Out of School Club opened in 1989 and operates from one classroom within the primary school. It is situated in Cliffe Woods, Rochester, Kent. A maximum of 26 children may attend the setting at any one time. The pre-school is open each weekday from 9.00am to 3.00pm and the out of school club is open 3.15pm to 6.00pm, both during term time only. All children share access to a secure enclosed outdoor play area as well as the school field and gym. There are currently 52 children aged from two to under five years on roll within the pre-school. Of these, 35 children receive funding for nursery education. There are 40 children aged from three to eight years on roll at the out of school club. Children attend from the local area and neighbouring communities. The setting currently supports a number of children with special educational and/or learning disabilities. The setting employs 11 members of staff. Of these, 10 hold appropriate early years qualifications. The setting receives support from local authority advisors and works closely with a range of outside agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision in this inclusive setting is good and children know that they are safe, valued and special. The children enjoy very good relationships with the adults who are skilled at matching activities to their individual needs. This helps them to enjoy their learning and make good progress. There is a strong partnership with the primary school and parents say that the pre-school lays a good foundation for transfer to the reception class. The leadership sets appropriate priorities for development and so there is good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- to add value to the children's learning the registered person should increase opportunities for, and variety of, mark-making and counting in child-initiated activities
- to further extend the children's learning the registered person should increase opportunities for children to use ICT
- to further support the children's learning the registered person should improve children's access to reading books that they can choose
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The effectiveness of leadership and management of the early years provision

Self-evaluation is good and so the leadership has a clear picture of the pre-school's strengths and weaknesses and knows what they must do to bring about further improvement. For example, they have secured funds to address weaknesses in information and communication technology provision. There are very good systems in place to keep children safe and to ensure that child protection training is up-to-date. All required policies and procedures are in place, although the arrangements for evacuating in the case of a fire are not clear to visitors. At the last inspection, leaders were asked to improve the safe storage of some equipment and have acted decisively to do so. They were also asked to ensure staff were better trained in food hygiene and moved swiftly to ensure that appropriate qualifications were obtained. They have robustly addressed the request to improve ways that parents can visit to discuss their child's progress by setting up regular consultation evenings. This has strengthened the setting's engagement with parents, which helps the staff to know the children, to treat them equally and to keep them free from discrimination. Resources are in good order, clean and plentiful and the premises are well-maintained. At the time of the inspection the outdoor area was unavailable due to short-term essential building repairs, but here too the range and quality of equipment is good. A key strength of the quality of the partnership with the primary school is that when children transfer to reception, they are well-prepared and already familiar with their teachers. Children with special educational needs and/or disabilities benefit from the good partnerships that the school builds with external agencies. Parents agree that the setting gives their children a good start in their education.

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

Children make good progress in their learning and development because staff have a very clear understanding of individual needs and can therefore plan to meet them. There is very good provision for children's welfare that shows in the excellent relationships they have with staff. Even the youngest children quickly feel safe and cared-for when they join the setting and are soon ready to learn. One parent commented that her child 'Came on in leaps and bounds' as soon as she started at the pre-school. Children rapidly develop independence and self-confidence that helps them to enjoy their learning. This is seen in the delight they show when they create their own paintings and the concentrated joy evident when they listen to a well-read story. Staff work as a team to plan activities that are carefully structured to meet individual needs. The provision for children with special educational needs and/or disabilities is especially effective because of the care that is taken to match the support to their ability. The planned activities promote all areas of learning, although the activity areas for writing and counting are not as well developed as they might be, neither are reading books displayed in a way that makes them an attractive choice. There are not enough opportunities for children to use computers so they do not develop these skills early enough. Staff support children's learning by asking questions and extending their

understanding, this guidance and the children's own effective contributions helps them to make good progress. Staff carry out regular observational assessments that help parents to understand the progress their children are making. These records form the basis of a transition report that ensures that reception teachers already know the stage children are at when they join the primary school. Children develop a good understanding of how to live healthily and safely. They understand that they must wash their hands before eating and generally make healthy choices of snacks. They also know that they must move around to keep fit and love singing and dancing together. Children's social development is excellent. They behave very considerately and politely to staff and to each other so that the setting is calm and ordered. These qualities show that by the time they leave they are well prepared for the next stage of their learning.

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	3
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	2
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	2
The extent to which children develop skills for the future	3

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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