

# Clapham Pre-School

Inspection report for early years provision

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**Unique reference number** 219204  
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**Inspector** Lynne Talbot

**Setting address** King George 6th Playing Field, High Street, CLAPHAM,  
Bedfordshire, MK41 6BS  
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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**

Clapham Pre-School opened originally in 1971 with the current registration dated October 1992. It is managed by a voluntary committee. The provision operates from a privately owned building set within Clapham, Bedfordshire and serves the local area. The building is accessible to all children. Children have access to a secure outdoor play area.

The provision is open each weekday during school term-time only. Sessions are from 8.30am to 4.00pm with a lunch club operating between the morning and afternoon sessions. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the provision at any one time. The provision is registered on the Early Years Register and on the compulsory part of the Childcare register. There are currently 67 children on roll, all of whom are within the early years age range. The provision provides funded early education for two, three and four-year-olds. The provision is also registered to offer care to children aged over five years. Children occupying these places share the same facilities as the children in the early years age range. There are currently no children on roll in this age range.

Some children attend other settings such as the early years unit of the local primary school or childminders. The provision supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The provision employs nine members of child care staff. Of these, seven hold appropriate early years qualifications at Level 2, 3, 4 or above. There is one member of staff with Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage is adaptable to children's interests and supported by planning which shows good range and detail. This ensures that children receive experiences that foster good progress overall. Staff create a very welcoming environment, using generally robust safeguarding procedures and regular risk assessments. They have good knowledge of each child's needs to ensure that every child is fully included. Partnerships with other child care agencies, together with those with parents and carers, are key strengths and ensure a fully coherent approach toward learning for all. The managers communicate ambition and drive, using developing self-evaluation procedures to secure purposeful continued improvement.

## **What steps need to be taken to improve provision further?**

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

- plan and resource a challenging environment where children's play is supported and extended; with particular reference to finding out about, and identifying with, features of living things, objects and the natural world that they observe
- reappraise the steps taken to protect children with regard to preventing intruders from entering the premises; this refers to indoor and outdoor security, such as which doors are locked, door alarms or security systems
- develop further the reflective practice in order to confidently identify aspects of the childcare service that are done well, and those aspects that might be improved, so as to continue to promote good outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

Comprehensive safeguarding procedures ensure that children are protected and the staff group attend regular training courses to update their knowledge. The provider ensures that all persons required undertake the appropriate checks to safeguard children with a regular review and evaluation of practice within the provision. However, visitors are not consistently challenged when entering the grounds and can sometimes enter the premises before providing evidence of their right to do so. This presents a risk to children. Risk assessments for the premises and outings are effective. A bag is prepared which contains necessary details and items for emergencies and this helps to protect children at all times. An accident log is maintained and shared with parents and shows full detail of any accident helping to ensure that children are protected. A review of all accidents helps to build on safe procedures and supports further safety for children. The provider implements particularly thorough recruitment and induction processes for all staff and volunteers. New staff members are subject to a six month induction period and are appointed a mentor. This ensures that the staff group remain effective during times of change. Appraisal systems each year help to ensure that the staff group continues to address develop and training needs. The provider and staff group are highly enthusiastic and have clear expectations for progression. There is a strong commitment to ongoing professional development throughout the staff group with all staff working towards the next stage in their professional development. This results in a positive impact on the care and learning provided. Self-evaluation processes are developing and include evaluation of activities, regular staff meetings and reviews of all practice, and some reflective logs. However, the processes initiated are not yet sufficiently reflective to develop full internal review to focus on the outcomes for children and continue to develop.

Children's individual needs are extremely well met. Staff work very closely with other professionals seeking and adhering to learning or welfare programmes. They work closely with parents when specific need is identified and carry out meetings to ascertain methods that support children and promote inclusion. The provider and staff group actively promote equality and diversity and tackle unfair discrimination. Wherever possible the provision invites parents to share their culture and language to ensure that children share linguistic diversity. Parents visit the group to read stories and share books in many languages including Polish, Lithuanian, Swahili, Hindi and Bangladeshi. Partnerships with parents and others

are exemplary and key strengths. The inclusive systems of communication used to engage parents and carers ensure that there are consistent and productive partnerships resulting in strong levels of engagement. For example, the provision use daily home link books positively and provides 'activities for home'suggestion sheets linked to the planned learning. This embeds the links between children's learning and development, and family and home. There is clear indication that the provision seeks to act on comments made by their users. For example, questionnaires and newsletters are used regularly. The provision completes analysis and summarise all questionnaires distributing a summary of the findings. Parents comment that they 'could not be happier with the care that pre-school has given to children'. They also record that 'staff really care and go out of their way to provide fun and interesting projects for topics. The atmosphere is friendly and a great environment for learning'. The provision is committed to working in partnership with others and establishes exemplary working relationships. For example, they meet regularly with several other provisions to share issues of transition, planning, and outdoor play and the approach used. This network group invites childminders to be involved and fully develops a consistent approach towards learning. The environment is highly conducive to learning, safe and well-cared for, with an excellent range of quality play provision used to achieve the planned goals. The staff team are extremely well-deployed throughout the day with children having largely free movement between indoors and outside initiating their own learning. Consequently outcomes for children are very good due to the commitment of staff, attention to children's needs and the excellent use of resources.

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

Children are offered planned activities that help them to make rapid progress overall in their learning and development. Detailed assessment through recorded observation is in place and the information gained is used to identify next steps based on children's interests. Observation is thorough and added to development matters tracking to show children's progression. The staff group evaluate all sessions and ensure that planning meets every child's next objective. All children have daily opportunities to become physically active, developing good health. The provision has fully embraced the indoor/outdoor learning approach and children use the outdoor area in all weathers. They learn through some real life experiences such as digging and planting flowers and small trees in tubs. Children build using connecting tubes and bricks. The staff group skilfully involve children in events that happen around them such as the building of new premises. Children avidly track the progression of the building process observing the builders, making wall displays showing the process, and using tools to imitate what they see around them. Children use hammers and saws, and measure things indoors and outside using measuring tapes and estimating sizes. Children are learning to solve problems, design and construct, and take risks in a safe setting. They frequently use mathematical terms, and compare and estimate size. They incorporate learning in all areas. However, with the changes to the outdoor area taking place, children are not regularly finding out about, and identifying with, features of living

things, objects and the natural world around them.

Children use the recycling collection bin and become aware of the importance of recycling paper and plastics to sustain the environment. They play a role in raising funds for charities and for their new building completing the 'sponsored stick' and other fundraising schemes. They become aware of helping others when they carry out events to support, for example, Great Ormond Street hospital and a well known charity event. Children welcome visitors who share new experiences with them. For instance, stories and crafts completed with a visitor from the Sure Start library. They welcome new learning brought by a company who introduce them to animals, insects and reptiles. Children handle snakes, lizards and millipedes learning to care for living creatures. Most children independently meet their own physical needs washing their hands and using soap to remove germs. Younger children receive good support and are beginning to understand that tissues are disposed of in the bin when used. Healthy eating and nutrition is incorporated into daily care. Children sit together for snack and lunches. Lunches are provided by parents with healthy eating guidance shared through project works and newsletters to strengthen those links between the provision and the home. Staff are skilled at using spontaneous learning opportunities such as routines during the day to enhance learning. They introduce calculation and children develop an understanding of 'more than' and 'less than' as they calculate the number of different coloured cups being used.

Children develop excellent self-esteem because the staff group place an emphasis on supporting children's personal, social and emotional development. Children are involved in consultation sheets whereby staff seek their views, and they also sit together to review what activities they have enjoyed during each session. Consequently, children understand that their views are valued. Children show that they are very secure and confident developing excellent concentration and exploring all opportunities to learn that are available to them. They sing enthusiastically, join in stories and anticipate the endings, and show excellent recall as they describe events that have taken place previously. Children are extremely competent in using modern technology. They operate the computer, use binoculars, and have access to a range of other battery operated and electrical equipment. Children are particularly sociable and all children self-initiate learning exploring the accessible resources. They are very kind to each other, share easily and negotiate with others. Children ask each other if they have finished as they wait patiently for a turn, and work extremely well in groups, for example as they develop play on the bikes outdoors. Children show an excellent awareness of themselves in relation to their place within the provision and are very well equipped with the skills and attitudes necessary for future learning and taking their places as part of the community.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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