

Clocktower Childcare Ltd

Snodland Cp School, Roberts Road, SNODLAND, Kent, ME6 5HL

Inspection date

Previous inspection date

13/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

The quality and standards of the early years provision

This provision is good

- The outdoor area is an outstanding resource and is used constantly all year round by children, providing exciting and highly stimulating play opportunities.
- Children are able to enjoy playing and learning through access to a wide range of interesting resources and activities.
- Adults are deployed very effectively throughout the nursery, helping to ensure children benefit from good attention and support.
- The self-evaluation system is wide reaching, ensuring there is a culture of continuous improvement within the nursery.

It is not yet outstanding because

- The information available regarding the progress of children is not consistently recorded in their individual learning journey folders.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked with staff, children and parents at appropriate times during the inspection, and sampled relevant documentation.
- The inspector interviewed the provider.
- The inspector carried out a joint observation with the provider.
- The inspector fed back to the provider and management team.

Inspector

Mary Vandeppeer

Full report

Information about the setting

Clocktower Childcare Ltd re-registered in 2013 and is owned by a limited company. It operates from three main rooms in a purpose-built, re-furbished building in Snodland, near Maidstone, Kent. There is a secure outdoor play space. The nursery is open Monday to Friday for 51 weeks of the year, from 7.30am to 6pm. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are 82 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities, and also those who speak English as an additional language. It receives funding for free early education for children aged three and four years, and for some two- year-olds. There are 15 adults who work with the children, two of whom are unqualified. The rest hold appropriate early years qualifications to at least level 2 and the provider is qualified to level 5.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the monitoring system in place, so that children's achievements and developmental progress are consistently recorded in their individual learning records.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The provider, management and staff work very effectively and efficiently together. This helps ensure that children experience an interesting and stimulating range of resources and play opportunities. Key persons adapt and encourage children to extend activities to suit their individual stages of development. This is evident in all areas of the nursery, especially in the outdoor area. This space is used extensively all day, all year round, and is an outstandingly resourced area. Children can explore and benefit from the wonderful opportunities outside, to increase their knowledge and skills across all areas of learning. Key persons at the nursery base most of their planning of activities on their in-depth knowledge of the children and on their individual needs and interests. This enables children to become fully engaged in their learning.

Adults complete regular observations of children's play, to influence planning and support each child's identified next steps. Although adults record these, they are not consistently added to children's learning journals. This means that these records do not always reflect the progress and achievements children are clearly making, as identified in overall planning documentation. However, overall, the information available is used well to make sure children are assessed effectively, helping to ensure each child makes good progress

in all the areas of learning. Parents are able to discuss and view their children's records and, overall, are able to see sound evidence of their children's progress. The good verbal feedback between key persons and parents helps to involve them in their children's care, learning and development.

Adults display a good understanding and sensitivity in their guidance and interaction with children. They are efficient and professional in creating individual play plans for all children, especially those with special educational needs and/or disabilities, thereby ensuring they receive the right support. Adults make all children's learning fun and use resources that reflect their current interests, as well as their developmental needs, to provide purposeful play opportunities. For example, creative activities and role play themes promote good interaction between children and adults. Children are keen learners who show their enjoyment in the varied range of play opportunities on offer and are supported very well. Outdoors, children can run around, as well as bring indoor activities outside, moving freely between all play areas. Age-appropriate equipment helps children become confident in their mobility and physical capabilities. The adults are skilful in supporting children's involvement and interest in the play opportunities available. They observe and question what the children are doing. For example, adults provide chalks to promote children's mark making skills, as they chalk shapes and faces on the ground outside. Children then ask for water to make 'rainbows' and the adults encourage them to carefully collect water from inside to bring outdoors.

Interactive games help promote children's knowledge of shapes and numbers, as well as their understanding of how important it is to share and take turns. Adults help children to develop good skills in understanding their world. They talk about where children live and what they see on the way to nursery. There are books and small world figures to show the differences in people. Children are encouraged to talk about their family and home, which helps them feel secure and develop a sense of where they belong. Staff provide resources and ideas for role play scenarios, such as a home kitchen, vet and shops, helping the children understand more about everyday routines and activities.

Children are able to make many independent choices about how they spend their time in the nursery. They are often able to choose when they have a snack and can get a drink of water when they feel thirsty. Children enjoy stories read by adults. They are encouraged to talk about what they are doing. This enables them to learn how to communicate effectively with others and gives them further confidence in their speech. Many children show their understanding of letters and words by picking their name out, and older ones attempt to write their names. Children develop skills across all learning areas as they are able to move freely within the indoor environment. All children clearly enjoy and benefit from their time at the nursery.

The contribution of the early years provision to the well-being of children

All adults working within the nursery are dedicated to the safeguarding and well-being of all children. They have a good understanding and sensitivity towards making sure children feel valued and secure. Adults have a very clear knowledge and understanding of the up-

to-date safeguarding procedure. They know to follow this, should they have concerns about a child in their care, to help protect children's welfare. Children are well supervised by the adults, who offer them good support in their play, helping them to progress in their learning successfully.

The key person system in place is very effective in promoting children's feelings of trust and safety. Adults are continuously building on the valued relationships they have with the children. They provide very good support for children with special educational needs and/or disabilities. Adults act promptly and effectively on advice from parents and other specialists. They are always ready and able to adapt activities to meet children's varying needs. Adults also work closely with parents and other carers to share information effectively, to help support children's emotional development.

Children, including those whose home language is not English, enjoy being at the nursery. They show confidence in the adults, who respond swiftly to their individual needs. This is apparent at all times, for example when children need guidance in an activity, such as in co-ordination skills, or if they hurt themselves and are upset. The key persons give the children their full attention, helping to promote their confidence and independence. Parents provide their children's lunch and the nursery provides snacks, with adults encouraging children to make healthy choices in their food. The provider and staff team make sure the children are cared for in a healthy environment that is also safe for them. Children are learning how to keep themselves safe in an emergency, for example as they regularly practise evacuating the building.

Adults use different ways to help children learn how to become more independent as they get older, such as choosing what they want to play with and helping tidy up. Children behave very well, developing their personal and social skills by playing together in groups. Adults display skill in providing the required support and supervision that allows children freedom in their play. Children are also well prepared for new challenges they might experience; this means they are ready for their eventual move on to school.

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

There are good and effective arrangements in place to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. Adults display a clear understanding of the Local Safeguarding Children Board procedures, to help them protect children. The provider ensures all new staff are checked and suitable to work with children. There are robust recruitment, supervision and appraisal systems in place. This results in all adults providing good facilities, support and experiences for children and their families. Adults carry out thorough and well-recorded risk assessments on a daily basis and any hazards are identified and made safe.

The self-evaluation process is far-reaching, effective and continuous, to improve outcomes for children. Regular supervision and staff meetings identify and address any queries raised by staff. Parental feedback is also acted on well by management and staff. The

monitoring and observation of staff enable the provider and manager to address any issues that may arise. The views of parents, children and others connected to the nursery are also used to change and improve the provision. There are newsletters, parent notice boards and photographs showing some of the activities their children enjoy each day. Parents are invited in several times a year to discuss their children's progress and achievements.

Key persons always obtain consent to consult with specialists or other professionals if there are concerns about children's individual needs. This means that everyone works together for the benefit of the child. The staff benefit from a programme of professional development to help them meet the different needs of children attending. Overall, parents are very happy with the provision and describe the provider and staff as very helpful and supportive. They say their children thoroughly enjoy themselves at the nursery. Parents display familiarity and are knowledgeable about the nursery and its routines. It is clear from the comments parents make that all children benefit from a range of interesting and enjoyable experiences, promoting their good progress and development. The provider, managers and staff value the partnership they have built up with local agencies and professionals, such as the local school and health specialists. They make good use of the information provided to help promote children's development, welfare and well-being. Adults are skilful in helping children get ready and look forward to the next stage in their lives.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY467853
Local authority	Kent
Inspection number	934036
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	37
Number of children on roll	82
Name of provider	Clocktower Childcare Ltd
Date of previous inspection	not applicable
Telephone number	01634 240530

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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