

Cloverfields Kids Club & Pre-School

Humberston Cloverfields Primary School, St. Thomas Close, Humberston, GRIMSBY, South Humberside, DN36 4HS

Inspection date	24/04/2014
Previous inspection date	29/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn and provide a rich and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make excellent progress in relation to their starting points.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments. They have an excellent knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.
- Children's behaviour is exemplary. They are well motivated, eager to join in all activities and clearly demonstrate the characteristics of effective learning.
- The pre-school is highly successful in involving parents in children's learning. There are very well-established routes for frequent information exchange between parents and the pre-school.
- Safeguarding children is given the highest priority, so children are kept safe from harm.
- A well-targeted programme of professional development means that staff are constantly seeking to improve their already excellent understanding of how children learn and how to meet their individual needs.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector undertook a tour of the setting and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free play activities taking place in the playroom, and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation and improvement plan.

Inspector

Hayley Ruane

Full report

Information about the setting

Cloverfields Kids Club and Pre-School was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Cloverfields Primary School in Humberston, North East Lincolnshire. The pre-school and club is managed by a voluntary committee. The pre-school and club serves the local area and is accessible to all children. It operates from the Old Clinic building and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one with an early years foundation degree at level 5. The pre-school opens Monday to Friday term time. Sessions are from 9am until 12noon and from 12.30pm to 3.30pm, arrangements can be made for children to stay for lunch. The kids club opens Monday to Friday all year round. Sessions are from 7.45am until 9am and 3.30pm until 5.30pm each weekday during term time. During school holidays, the club is open from 8am until 6pm excluding public holidays. Children attend for a variety of sessions. There are currently 38 children on roll in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already outstanding practice, by providing further opportunities for children to develop their independence at lunch times.

Inspection judgements

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

Staff work extremely well together and their expert knowledge of the Early Years Foundation Stage framework and the children they care for is evident, as they support children's learning throughout the day. Staff have very clear learning intentions for children and plan activities extremely well to enthuse and motivate children. This enables children to make excellent progress in their development. All children make rapid progress in their learning and development because staff have excellent knowledge of how children learn at different rates and through different interests. Staff are highly skilled at helping children to consolidate their knowledge and understanding by encouraging them to make links in their learning. For example, children enjoy acting out the story about 'going on a bear hunt' and this is extended by reading a similar story later in the day to develop children's understanding of the structure of a story and how stories can change. They

track children's progress very well and skilfully bring all areas of learning into all types of play, planned or spontaneous, to ensure that children's learning is consolidated. By doing so, children are able to use their learning in different contexts and develop high levels of confidence with their communication, understanding and independence. The well-organised environment, both indoors and outdoors, enables children to have the freedom and space to explore and be physically active. Children have excellent opportunities to develop their understanding of literacy, mathematics and understanding the world which is supported by visual displays. They have a variety of outdoor areas, including grass, nature garden, gardening area and a construction area for robust and imaginary play with stepping stones, playhouses, climbing structures and wooden blocks. Children use their imaginations very well in play and are physically very capable.

Parents are invited to share children's learning experiences as they receive information in their child's learning journal and next steps are shown in the entrance hall on balloons for parents to view. Parents receive information to support independence and social skills at home to equip children with the skills needed in readiness for school. The outstanding partnership between the setting, parents, external agencies and other providers ensures individual children's needs are quickly identified and exceptionally well-met through timely interventions. Consequently, children with special educational needs and/or disabilities and those whose starting points were initially below those expected for their age and stage of development, make excellent progress and the achievement gap narrows. The highly successful strategies in shared learning, help to ensure that children are extremely well-prepared for the next steps in their learning.

Communication and language development is given high priority in the pre-school, with gestures, actions and pictures used to illustrate and support language development for all children. Children are encouraged to communicate their thoughts and ideas through the excellent use of open-ended questions. Interaction between staff and every child is exceptionally strong. Staff use the 'Letters and Sounds' phonics programme during key person time to maximum effect to implement activities to develop children's knowledge of letter sounds and learn about rhyming words. For example, children confidently select a picture from a puzzle and take turns in saying words that rhyme with the picture. Children who speak English as an additional language are supported extremely well through excellent partnerships with parents. The environment reflects the breadth of cultures through posters and welcome signs to support children's understanding of the different ways in which words can be represented.

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

The well-established key person system and the effective deployment of staff enable children to form secure emotional attachments. Interaction between staff and every child is exceptionally strong. For example, children actively seek out their key person for comfort and reassurance when they are tired. Displays of family photographs, obtained from parents, enable staff to talk to children about significant people in their lives. Children demonstrate high levels of self-control during activities and display confidence in social situations. They play cooperatively, take turns and share resources and demonstrate a caring, respectful attitude towards each other. For example, they recognise when other

children are looking for resources and help to find them. Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is exemplary because staff provide clear and consistent boundaries that are appropriate for their level of understanding.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day to day routines. Staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks, as they enjoy running and climbing outdoors. They encourage children to become confident, independent learners. For example, by providing opportunities for children to independently butter their own cracker and pour their own drink at snack time.

Staff promote good health and well-being in a variety of different ways, for example, children have regular access to outdoor provision where they enjoy the benefits of physical exercise and fresh air. Staff discuss healthy eating practices at snack time and are able to extend the already excellent knowledge children have about the nutrients available in foods. For example, staff discuss the benefits of drinking milk and a child shares their knowledge with the other children, by saying 'It's got calcium in it'. Staff sit with the children at lunchtime to encourage social interactions and there is scope to enhance the already outstanding practice by providing opportunities for children to develop their independence at lunch times. Children develop an extremely good understanding of their own self-care and the importance of good health as they instinctively know to wash their hands before handling food or after visiting the toilet. Children acquire a range of self-care skills through precise teaching and confidently demonstrate their ability to put on and take off dressing up clothes and fasten their own coats. As a result, children gain the skills, abilities and attitudes to prepare them well for future learning.

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

The pre-school is very well established as it has been operating for a number of years with the same manager and staffing team. The extremely competent management team are motivated, keen and supportive of all the staff. They ensure that the setting provision continually meets the varied needs of children, parents and the community. Rigorous reflections and management of the provision and the strong drive towards continuous improvement ensures children's care and learning needs are extremely well met. This means that children are provided with a safe, well-organised and resourceful pre-school. Staff continually strive towards meeting the highest standards. For example, responses from parent questionnaires and discussions between the pre-school and kid's club highlighted the necessity for more space. Therefore, through partnership working with the primary school, discussions are taking place for the pre-school to have their own building. This ensures that children have optimal learning opportunities, so they can achieve their full potential.

Safeguarding is excellent as the manager has an exemplary understanding of child protection. Staff also know what to do if they are worried about a child and follow clear

procedures to inform their manager to take this forward. Updated information with regard to safeguarding is shared between all staff and policies and procedures on the use of cameras and mobile phones is adhered to, which further protects children and helps to keep them safe. Parents are also informed of their responsibility to safeguard children in the pre-school. For example, a poster in the entrance explains to parents the safe usage of electrical equipment on the premises. Children are also supported in keeping safe by national initiatives being discussed between staff and children and comments added to the behaviour management wall display.

Parents receive a wealth of information about the pre-school when taking up a place for their child. Many new siblings attend the pre-school, which indicates that parents are extremely happy with the provision. Parents are asked for their views via feedback forms and their comments include 'the pre-school staff are quick on spotting needs of children, such as, hearing or sight problems if a child falls over regularly'. The pre-school's special educational needs co-ordinator is highly knowledgeable, experienced and passionate in her role. Effective teaching strategies are employed to meet children's specific needs and to promote their all-round development. These include sharing information with staff in using sign language to support speech and language development. As a result, children get the best possible support and are fully included in all aspects of the pre-school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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	205590
Local authority	North East Lincolnshire
Inspection number	876246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	38
Name of provider	Cloverfields Kids Club & Pre School Committee
Date of previous inspection	29/06/2011
Telephone number	01472 500219

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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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