

Clophill Pre School

Clophill Village Hall, Kiln Lane, CLOPHILL, Bedfordshire, MK45 4DA

Inspection date

Previous inspection date

29/04/2014

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

- Teaching is good because staff use detailed planning fully linked to their observations and make full use of good resources. As a result, all children make good progress.
- Children are inquisitive and explore how things work because staff support their interests with challenging activities. As a result, children investigate features of their environment, make observations and explain how, and why, things work.
- Children thrive in their health and physical development because the provision offers free-flow play indoors and outside where children experiment with a range of natural materials.
- The provision works very closely with parents providing support that safeguards children and enables them to learn and develop well. Although only recently registered, the provision has established good reflective practice to drive continuous improvement in the setting.

It is not yet outstanding because

- Continuity of learning is not fully supported because the sharing of information between the provision and all other settings delivering the Early Years Foundation Stage is not well-embedded.
- The monitoring of staff practice is not sufficiently established, due to being in the early stages of starting the provision, to identify where improvements are needed in order to enable all staff to further improve their practice.

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.

Inspection activities

- The inspector observed activities in the main hall and the outside area.
- The inspector looked at a selection of policies, procedures and information provided by the provision.
- The inspector spoke with the owners, staff and children at appropriate times throughout the inspection.
- The inspector reviewed a selection of children's observation and assessment development files with key persons.

Inspector

Lynne Talbot

Full report

Information about the setting

Clophill Pre School was registered in 2013 and is on the Early Years Register. It operates from a detached village hall set within its own grounds in Clophill, Bedfordshire. The provision is owned and managed by a limited company and serves the local and wider community. The provision is accessible to all children. There is an area available for outdoor play. The provision employs three members of childcare staff. All staff are qualified with one also holding Qualified Teacher Status. The provision also employ an apprentice. The provision opens Monday to Thursday term time only. Sessions are from 9.15am to 12.15pm; there is also a lunch club from 12.15pm to 1.15pm. Children attend for a variety of sessions. The provision provides funded early education for two-, three- and four-year-old children. There are currently 16 children attending all of whom are in the early years age group.

What the setting needs to do to improve further

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

- extend the communication with other settings delivering the Early Years Foundation Stage to ensure there are regular opportunities to share information about children's learning and development to fully support continuity in their learning
- broaden the planned programme for supervision and appraisal to establish a targeted programme of staff development that enhances the current good practice.

Inspection judgements

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

Children are happy and motivated in the provision and consequently, make good progress in their learning and development given their starting points. Staff offer resources and experiences that support children to learn, and provide opportunities for them to practise their emergent skills and knowledge. This ensures that they are well-prepared for a move to school. For example, role-play areas are extremely well-equipped in order to promote several areas of learning. In the shop area children count items into a bag, talk about those which will, or will not, fit, and make estimations regarding cost. Chalk boards, placed alongside this area, encourage children to explore writing as they develop shopping lists together. Staff show good teaching skills as they wait for children to decide where the activity will extend, they then follow their lead as they plan to make birthday cards and envelopes. Children practise vocabulary and clearly explain what they are doing, for example, they describe how they can fold the card in half to make a birthday card before sounding the letters of a name and copying those letters when written by staff on the chalk board. This leads other children to think about how to produce an envelope and to

gather the appropriate materials to do so. Children are encouraged to speculate and test ideas through trial and error. They ask purposeful questions about how a stapler works. They investigate the difference between a stapler which joins pieces of paper together, and one which staples items to the wall boards. Staff are particularly skilled in allowing children to investigate materials and make their own discoveries while offering new information and ensuring that they understand it. Consequently, children show developing skill with vocabulary and language, with mathematical concepts, and with early information and communication technology.

Observation, ongoing assessment and the tracking of children's progress are focused and build from an initial assessment that parents also contribute to. Parents are fully involved in the planned learning and use 'Let's share' books to exchange information. Each child has a detailed learning file in which observations are evaluated. Planning directly reflects the input of key persons for their individual children as well as child-led or spontaneous activities. Focused adult-led activities are designed to build on the evaluation of previous children's interests and activities. Face-to-face contact with parents plays a key part in the communication about children's learning and development. A meeting with parents each term is arranged to review the achievements made by children and to discuss the next steps. A key part of the information provided to parents, to support learning at home, is the use of 'Teaching Ted'. This is a teddy bear which is sent home with children, in turn, with short activities and resources, based on the interests of the child he is going home with. The teddy is kept for a week, or a time as agreed with the parent, and the parents carry out the activities making a record in the diary which is then shared with the remainder of the group. These links to learning at home optimise progress. A progress check at age two is completed and shared with parents. This is monitored closely by the managers and as a result, progression for all children given their starting points is good.

Children show that they are well-motivated and eager to join in; they consistently demonstrate the characteristics of effective learning. New and stimulating activities provide children with new learning opportunities. For example, the three-tiered water tray with a pump from the lowest level to the top level, with intermittent taps, engages children in exploring how a syphon works and how water automatically runs downhill. The children are fascinated and delighted when the red paint in the lowest tier, pumped to the top tier contained white paint, makes pink water. Staff use effective questioning as they prompt children to think about what is happening. Children become aware of the wider world and local community around them because the staff plan interesting activities that engage them. For instance, they join in with a scarecrow making competition and create characters from a popular story book together which are entered into the local festival. They also investigate art activities, such as making Japanese prints called Gyoaku. Staff are very supportive and as a result, the children confidently display their knowledge and initiate activities. This means that they are practising in preparation for new experiences within any new setting, such as school.

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

The key persons are attentive and form very good relationships with children. Initial settling-in sessions are offered to parents and during that time all aspects of children's

well-being are discussed and recorded. During the first few sessions notes are recorded by the key person and a meeting is then arranged with the parents to discuss how their child is settling in and to discuss their 'Starting Point' sheet. Parent boards, which display detailed planning, information on the Early Years Foundation Stage, and several communication folders all help the parent and provision relationship. Steps are taken to adapt resources where needed to assist children in feeling secure such as obtaining aprons which are not placed over the head to suit some children. As a result of all these steps children form close bonds and attachments which supports their feelings of being safe and secure.

The deployment of staff is managed in the best possible manner to meet the needs of all children. Staff ensure that indoor and outdoor areas are closely monitored. They are enthusiastic, model good social behaviour for children and offer them frequent praise throughout the day. Children understand that they are all respected as individuals. They are asked their views and are given time to make choices. A clear positive behaviour policy, shared with parents, demonstrates the views of the provision. Children learn to care for others and are seen to help other children to 'self-register' and carry out simple tasks. Staff frequently praise children for helping their friends and taking turns. This, alongside the detailed individual plans for children and the close monitoring of all children's behaviour, supports children in developing an awareness of the effect of their behaviour on others. Children enjoy social lunchtimes where they sit together with their packed lunches provided from home. They help themselves to healthy snack: they count the pieces of fruit and other foods from labelled plates, pour their own milk or use the water dispenser. A 'taster plate' each day encourages children to try new foods, such as falafel, and fosters their developing palate. Children follow good self-care routines with some children taking full responsibility for washing their hands and caring for their belongings. As a result of all these steps, children are independent and emotionally prepared for a move to school or new settings.

Children develop good physical health. Comprehensive risk assessments, inside the premises and in the garden areas, mean that children are safe. The vigilant supervision by staff means that children may explore freely with risks minimised. Children enjoy free movement between indoors and outside at all times. Children enjoy making discoveries as they play. For instance, when preparing to play a group game they discuss the safety aspects of running on grass where there may be holes and 'dips' made by rabbits, or running into their friends. Children show that they can solve simple problems and the outdoor environment extends this. For example, children decide how to make a shelter from cut bamboo, make constructions from crates, and use ropes to attach to crates to pull in the manner of boats or trailers. Children discuss safety issues each day as they review the displayed notice on the door before going outside which shows the reminders for safe outdoor play and boundaries. Children's moves to new settings are well-planned to ensure that they are settled and ready for the move. Children's independence is emphasised and activities focus on new experiences. As a result of these steps, all children are well-prepared for school.

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

The two owners work as managers and have high expectations for the quality of care that is offered to children and families. Although only recently registered, an ongoing review of all paperwork and procedures takes place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Arrangements to safeguard children within the provision are robust. All staff review safeguarding knowledge at staff meetings and as part of their induction. The managers have both attended a two-day safeguarding training course to update their previous knowledge and training. There are clearly mapped procedures for monitoring any safeguarding concern within the nursery. Staff demonstrate an understanding of their role and responsibility, with regard to referral to the appropriate authorities, when necessary. As part of the safeguarding procedures there are thorough recruitment and suitability checks for new staff followed by a detailed induction. Parents are fully aware of the steps taken to safeguard children and comment that, 'Clophill Pre School take safeguarding very seriously and are very sensitive to individual family circumstances, they make it very safe for children'. As a result, the provision ensures that children are fully protected.

Continuous professional development for staff is assured because daily monitoring of practice takes place and appraisals for staff are planned to take place each year. Every member of staff has a basic training plan. The managers work alongside staff as good role models. They offer continuous feedback to staff which provides very clear guidance to embed their understanding of good practice. However, because this is a new provision, and expansion of the staff group has only very recently been required, the planned in-depth monitoring and supervision programme with staff to establish a targeted programme of staff development that enhances the current good practice is not yet fully ongoing. Very clear reflective practice includes input from all members of the staff, parents and carers, and children. Parents comment that the provision is, 'child orientated, all activities are geared towards children developmentally and as an individual', and that their child has, 'extended learning and development, and social skills. Written feedback is helpful: achievements are shared and ideas from home acted on'. Staff meetings and an evaluation of activities all help to build knowledge of practice and highlight areas to develop. Written reflective documents are held, in addition to the action plans, to drive improvement. The reviews of children's learning and development files also informs the self-evaluation and identifies further areas for development. Accident records are scrutinised closely to identify any patterns of accident and swift action is taken to minimise any such risk. As a result of these clearly embedded procedures, the information helps to drive the continuous methods that maintain, and build on, the good levels of achievement in these early stages.

The provision has taken steps to work with other settings that children attend and understand the importance of a consistent approach. They have developed a shared record to work with such other settings to ensure that children's achievements can be built on with future planning. However, these methods are not yet fully embedded to make the most of opportunities to share information. Prepared transition documents ensure that children moving on to school are well-prepared. Parents are fully involved in the individual plans for children and help to review them with key persons. Children are secure and confident, and clearly enjoy their play and learning. Consequently, they embark on their learning career ready to seek out new experiences and learn.

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	EY469136
Local authority	Central Bedfordshire
Inspection number	940180
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	16
Name of provider	Clophill Pre School Limited
Date of previous inspection	not applicable
Telephone number	07732 872685

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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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Store St
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