

Clockhouse Preschool Playgroup

Clock House Methodist Church, Clock House Road, Beckenham, Kent, BR3 4JP

Inspection date	09/07/2014
Previous inspection date	07/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children benefit from a welcoming, inclusive setting. They have good relationships with staff and each other.
- Staff plan and provide an interesting variety of activities and experiences for children that help them make good progress in their learning and development.
- Staff support children with special educational needs and/or disabilities well and work closely with other agencies.
- Staff have positive relationships with parents and keep them well informed about their child.
- The staff team work hard to make changes and improvements where needed and are committed to continually developing the provision.

It is not yet outstanding because

- Staff do not make use of all opportunities to encourage children to choose their own resources and play materials.
- Insert StrengthLarge group sessions do not always fully engage all younger children.

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 observed children taking part in indoor and outdoor activities.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning, improvement plans and staff suitability records.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Clockhouse Preschool Playgroup registered in 1990. It is run by a committee. The preschool operates from a church hall in Beckenham, Kent. Children have access to a main hall and an enclosed outdoor play area. The preschool is open each weekday from 9.15am to 12.15pm and from 9.15am to 3.45pm on Tuesdays and Wednesdays, during term time.

The preschool is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It cares for children aged from two years old and there are currently 42 children on roll who are all in the early years age range. The preschool receives funding for the provision of free early education to children aged two, three and four years. It supports children who have special educational needs and/or disabilities and those who are learning English as an additional language.

There are five members of staff who work with the children, including the manager. The manager has Early Years Professional Status, one member of staff has a relevant level 6 qualification, two have level 4 qualifications and one has a qualification at level 3. There are also four regular volunteers.

What the setting needs to do to improve further

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

- extend opportunities for children to select resources and play materials for themselves, to further promote their choice and independence
- review the organisation of large group sessions to ensure that younger children are fully involved and engaged.

Inspection judgements

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

Staff welcome all children. They gather detailed information about each child's background, starting points and needs before they begin at the preschool. They ask parents to fill out comprehensive registration forms and they talk to them to gather information during visits to settle children in. This ensures they get to know children well and can provide the support they need. Staff have effectively improved their systems for assessment following actions set at the last inspection. They now make regular observations of children's achievements and use these well to plan activities that build on children's knowledge, interests and skills. As a result, children make good progress in their learning. Staff involve parents in their child's learning by talking to them each day. They

have introduced new review meetings and invite parents to these on a regular basis. This provides parents with the opportunity to see their child's file, discuss their progress and agree the next steps for their learning. Staff also offer suggestions about how parents can support children at home. This ensures parents are effectively involved in their child's learning.

Staff plan and provide a wide variety of interesting activities for children. They help children develop a range of useful skills that prepare them well for the next stage of learning and for school. They support children's language and communication skills effectively when they talk to them and ask questions as they play. Older children speak confidently and are keen to express their ideas at group times. Staff successfully foster children's interest in books by creating a quiet, comfortable area to share stories. They make a singing session fun by using props and children enjoy choosing a song to sing or playing with the soft spider. However, large group sessions such as singing and stories are not always well organised to ensure that the younger children can take an active part. Staff support children who speak English as an additional language appropriately. They find out words from home and incorporate them into the daily life of the preschool. Some children benefit from staff who speak their home languages as well.

Staff plan interesting opportunities for children to explore and experiment. Children use magnifying glasses to look for insects in the garden. Staff show them how to fill a pump with water and squirt it at the big drum on the flower bed. They remind children to listen carefully to the sound it makes. Children delight in this game and staff encourage them to work out how to make the sound louder or quieter with different amounts of water in the pump. Children use their imaginations when they join in a flower making creative activity, deciding what colours to paint. They respond enthusiastically when staff help them create a jungle and extend their play by talking about the different animals they might see there. Children benefit from a balanced routine and are well occupied and stimulated.

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

Children are confident and settled in the preschool. They have good relationships with staff, who are warm and caring towards them and sensitive to their individual needs. This effectively promotes children's emotional and physical well-being. Staff provide consistent support, guidance and praise that helps children behave well. They use strategies, such as a sand timer, to help children learn to take turns and children are proud of the stickers they receive for being helpful or doing good work. Children quickly become familiar with the routines and expectations of the setting. They play well together and sit quietly on the carpet at group time.

Staff set up the hall before children arrive to create a welcoming play environment. They set out a good variety of resources and activities for children. However, resources are not always organised so that children can make choices and select things for themselves, to fully promote their independence. Staff are vigilant in promoting children's safety. They make daily checks of the hall and outdoor area to ensure children can play safely and they supervise children closely at all times. They complete risk assessments of outings and

spend time going through these with all staff and accompanying parents before they leave. Children also gain an understanding of risks and how to keep themselves safe when staff share a story with them about safety on outings to remind them of the expectations on the planned trip that day. Children all take part in regular fire drills so everyone knows what to do in an emergency.

Children's good health is promoted well. Children learn to manage their own personal needs when they wash their hands before snack time. They benefit from healthy options at snack time and learn to serve themselves some fruit and a drink. Children play outside every day as part of a healthy lifestyle, enjoying the fresh air. They also have fun practising their existing physical skills and learning new ones in the hall during the second half of the session. Staff set children challenges and offer praise and support as children learn to steady themselves with their arms as they balance across a beam.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are appropriately qualified and suitable to work with children. All staff attend child protection training and are familiar with the procedures to follow if they have concerns about a child. All of the required documentation is in place that supports the smooth day to day running of the preschool. The preschool benefits from a staff team who work well together, sharing tasks and responsibilities. The manager monitors staff performance through supervision, appraisals and staff meetings. Staff attend local courses to further develop and extend their skills. This approach ensures that the staff group is well-trained and supported.

At the last inspection the preschool were set actions to improve the programme for learning and development. This included making improvements to their observations and assessments, the activities provided, their management of children's behaviour and how they involved parents in children's learning. Staff have worked hard and used the support of local authority advisors well to successfully develop their practice in all of these areas. The preschool were also set actions to improve their monitoring of the educational programmes and their use of self-evaluation to develop the provision. Staff now regularly review and reflect on their practice and there are effective plans in place to continually develop the provision. This ensures that children continue to benefit from a varied range of experiences. Recent changes include a new snack bar instead of a whole group snack time. As a result, children show good levels of independence and develop self-care skills at this time. Staff have also reviewed the organisation of the second half of the session and consequently children benefit from a wider range of exciting activities after their snack.

Staff work closely in partnership with parents, other professionals and other agencies where necessary to support children with additional needs. They make sure that suitable individual plans are in place so that all children experience a consistent approach to their learning and care. They also work in partnership with other early years settings that children attend, sharing information with childminders or other nurseries as appropriate to

meet children's needs. They keep parents well informed through regular newsletters, emails and discussions. Parents speak highly of the preschool. They comment that they particularly value the friendly and supportive staff team. They are pleased with their children's progress and feel their children are safe, well cared for and treated as individuals.

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	137287
Local authority	Bromley
Inspection number	967646
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	42
Name of provider	Clockhouse Preschool Playgroup Committee
Date of previous inspection	07/03/2014
Telephone number	020 8663 6149

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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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