

# Cliffe Woods Pre -School & The Acorn Club



Cliffe Woods CP School, View Road, Rochester, Kent, ME3 8UJ

**Inspection date** 24 February 2015  
Previous inspection date 20 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children's care, welfare and learning are enhanced by the effective way the pre-school is led and managed.
- Managers regularly evaluate the quality of the pre-school and continuously implement improvements for the benefit of children.
- Staff use robust assessment systems to ensure they are aware of the developmental stages for each child, and effectively plan their next steps in their learning.
- Children form secure bonds and strong relationships with the staff. As a result, children settle well and are happy.
- Management implement an effective programme of professional development to help staff improve their knowledge and practice. This includes an annual appraisal, and regular supervision sessions. Staff are passionate and enthusiastic about their roles.
- Staff respond well to the interests of each child and reflect this in the activities they make available.

### It is not yet outstanding because:

- Staff do not always label storage boxes with words and pictures so that children know what is available and can independently choose resources for themselves.
- Some staff do not use conversations and questions as children play to extend their communication and language skills fully.
- Staff do not always provide a wide range of resources to cover all areas of learning fully in the outdoor area.

## What the setting needs to do to improve further

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

- strengthen all children's communication and language skills fully through more conversations and skilful questions as they play
- help children develop their independence further and make more choices in their play
- extend the variety of activities and experiences outdoors to promote children's learning fully across all areas of their development.

### Inspection activities

- The inspector observed the quality of teaching and activities, indoors and outdoors, and completed a joint observation with one of the managers.
- The inspector sampled children's observations, planning and assessment records.
- The inspector held conversations with the managers, staff and children throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector checked evidence of staff suitability and qualifications, and relevant policies and procedures.

### Inspector

Ann Murray

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their knowledge of how children learn and their expertise in teaching to provide a broad range of learning opportunities. Children have free access to a range of high quality resources that allow them to learn and progress. However, staff do not always use picture and word labels so that children can see what resources are available and choose them independently. Overall, staff use precise and sharply focused assessments to plan for every child's needs. They ensure they match activities well to the likes and dislikes of each child so that all children are fully engaged in their learning, such as when they made cakes in the sand pit. Staff challenge children in all areas of learning and record their progress in learning journals, which they share with parents. Children have opportunities to learn indoors and outdoors. However, staff do not always provide a wide range of resources outdoors to fully cover all areas of learning. Most staff effectively promote children's communication and language skills. They use skilful questioning to extend children's vocabulary and thinking. Occasionally, some staff miss opportunities to do so. Nonetheless, children make good progress and staff prepare them well for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children is good**

Staff provide a happy and welcoming environment for children. They implement effective arrangements to care for children and promote their well-being successfully. Children benefit from learning outdoors in all weathers, which helps promote their physical and emotional well-being. They settle well in the setting and show confidence in their understanding of behaviour and routines. Staff are deployed effectively and respond to children's individual needs quickly and efficiently. Management and staff value children's views and comments, which gives them the confidence to approach staff for support. The managers have an excellent understanding of their responsibilities to safeguard children. They ensure that all staff implement policies and safe working practices to support children's health, safety and well-being. Staff promote children's independence well during daily routines, such as snack time when children pour their own drinks.

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

Staff have an extensive knowledge of how children learn and are fully aware of a range of learning styles. Management monitor the delivery of the educational programmes to ensure children are challenged, highly motivated and achieving well. Management follow effective arrangements for recruiting staff and checking their ongoing suitability. Management and staff develop positive relationships with parents. They involve them in all aspects of children's care and learning, which contributes towards children feeling safe and secure.

## Setting details

<b>Unique reference number</b>	EY241306
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	832912
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Cliffe Woods Pre School Committee
<b>Date of previous inspection</b>	20 January 2010
<b>Telephone number</b>	01634 222667

Cliffe Woods Pre-School and The Acorn Out-of-School Club registered in 1989 and operates from one classroom within the primary school. It is situated in Cliffe Woods, Rochester, Kent. The pre-school is open each weekday from 9am to 3pm and the out-of-school club is open from 8am to 9am and 3.15pm to 6pm, during term time only. The setting employs nine members of staff, of these, five hold early years qualifications at level 3 and three hold early years qualifications at level 2. The pre-school receives funding to provide free early education for children aged three and four years.

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