

Clapham Pre-School

King George 6th Playing Field, High Street, CLAPHAM, Bedfordshire, MK41 6BS



Inspection date

19 May 2015

Previous inspection date

22 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and staff work well together and are committed to developing the setting. Their improved, thorough self-evaluation leads to relevant changes. For example, base rooms for the different age groups help children to feel secure and comfortable.
- Well-qualified staff confidently support children and use purposeful teaching methods. This means that all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress.
- Staff work well with parents and support them in extending their children's learning. They use the daily communication books to provide practical ideas for activities to try at home.
- The manager supports staff in attending training and using their new knowledge to benefit children. For example, the outdoor learning environment has been improved and this is now a significant strength. Children benefit greatly from the many creative opportunities that enable them to explore independently and extend their knowledge.
- Staff regularly refresh their safeguarding training. They understand how to promote children's health and well-being and have a good knowledge of what to do if they have concerns about their welfare.

It is not yet outstanding because:

- Staff do not always make the most of all daily opportunities to encourage children to develop their skills in critical thinking to the maximum.
- Staff sometimes carry out tasks for children, so they do not always promote their independence to the very best extent.

What the setting needs to do to improve further

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

- extend the opportunities for children to think critically during activities, particularly indoor ones, for example, by asking more open-ended questions and allowing them additional time to respond
- extend the opportunities to promote children's independence by enabling them to carry out further daily tasks for themselves.

Inspection activities

- The inspector observed activities in both rooms and the outside area.
- The inspector held meetings with the manager of the provision (who is also the nominated person) and carried out a joint observation with the manager.
- The inspector talked with children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation. She checked evidence of the suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from their written feedback to the setting.

Inspector

Kelly Eyre

Inspection findings

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

Staff offer children a wide variety of activities that promote their development. Well-planned activities encourage children to explore and work safely. These help them in developing the skills that support their successful future learning. For example, children and staff make a camp fire. They talk about safety and, when the fire is lit, they work out that fires need heat, fuel and oxygen. They toast marshmallows and note how the heat changes these. In most activities, staff encourage children's critical thinking and this is particularly strong in the outdoor environment. For example, children use a water pump fitted to an arch. They work out that the hose pipe needs to be below the surface of the water, in order to pump this around the arch. Occasionally, and more frequently when they are indoors, staff do not optimise these opportunities. For example, they do not always use open-ended questions or encourage children to fully extend their knowledge of letters and writing. Staff make good use of daily routines to extend children's skills. For example, children develop their confidence and communication skills during the 'show and tell' session. They listen carefully, and confidently stand up to explain their chosen item.

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

Staff communicate well with parents, so they have a good understanding of each child and help them to settle. Children enjoy staff's interactions and quickly establish secure relationships with their key person and others. Staff talk with children and support them in sharing and interacting. They encourage them to try new activities and to persevere when they are finding things difficult. As a result, children have positive attitudes, enjoy new challenges and have the emotional stability that supports them when they start school. Staff generally encourage children to be independent. For example, children choose whether to play inside or outside. However, staff do not always promote children's independence to the maximum. For example, they do not consistently involve children in preparing for mealtimes and in looking at the menu. Similarly, they do not always encourage children to serve their own food and drink.

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

The manager is well qualified and has a good understanding of the Early Years Foundation Stage. She works with staff to review policies, so that these support them in meeting all requirements. They also review practical aspects, such as the security of the building, to ensure that children are always safe. The manager uses the experience from gaining her qualification to model good practice and to help staff reflect on the support they offer children. Staff promote children's development and consistent care as they exchange assessment information with other settings that they attend. The manager's thorough monitoring means that any gaps in children's learning are noted and addressed. For example, staff now offer boys more appealing opportunities that encourage them to make marks and to develop their early writing skills.

Setting details

Unique reference number	219204
Local authority	Bedford Borough
Inspection number	865784
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	86
Name of provider	Clapham Pre-School Committee
Date of previous inspection	22 March 2011
Telephone number	01234 341142

Clapham Pre-School was registered in 1971 and registered again in 1992. The setting employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and nine hold qualifications at level 3 or above, including one with Early Years Professional status. The setting opens from Monday to Friday during term time only. Sessions are flexible and accommodate a number of start and finish times within the period from 8.30am until 4pm, with a lunch club operating between the morning and afternoon sessions. The setting provides funded early education for two-, 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.

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