

# Clocktower Childcare Ltd

Snodland Cp School, Roberts Road, SNODLAND, Kent, ME6 5HL



## Inspection date

6 September 2017

Previous inspection date

13 March 2014

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The managers and staff review their practice effectively. For example, they routinely observe each other teach children. They share constructive feedback to support improvement plans.
- Staff establish positive relationships with children. For instance, they visit them at home to get to know them. This helps them settle quickly and happily into their play.
- Children have good opportunities to develop their imagination. For example, they engage in a wide range of interesting role-play ideas, such as going on safari.
- Staff successfully ensure that there is a good range of motivating and stimulating activities and experiences to engage children in all areas of learning. This helps all children make good progress.
- Children gain good early writing skills to support their future learning. For instance, they confidently 'write' their own superhero rules in their 'superhero literacy den'.
- Staff establish positive partnerships with parents and keep them fully informed. For example, they regularly share information with them, such as healthy eating ideas.

### It is not yet outstanding because:

- Staff miss some opportunities to extend children's understanding and respect for other people's similarities and differences in the wider world.
- Staff do not make the most out of ways to communicate more consistently with other settings children also attend to help strengthen the consistency of their care and learning.

## What the setting needs to do to improve further

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

- extend children's opportunities to help them gain more understanding and respect for other people's similarities and differences in the wider world
- strengthen partnership working to liaise more consistently with other settings children also attend, to help make the most out of children's shared learning experiences.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The managers closely monitor the quality of care and teaching staff provide children. For example, they hold regular one-to-one meetings to discuss staff's performance and they use the feedback to highlight strengths and any need for additional support. The managers and staff are keen to keep up to date with teaching ideas and regularly implement interesting activities. This helps keep children interested in new learning experiences. All staff, including the managers, build on their skills and knowledge. For example, they attend regular training, such as learning how to support the development of boys in more interesting ways. Safeguarding is effective. The managers and staff all have a good understanding of the safeguarding procedures to follow to help protect children's safety and welfare. Children participate in regular evacuation practices to learn how to keep themselves and others safe in an emergency.

### Quality of teaching, learning and assessment is good

The managers and staff closely monitor children's progress. This enables them to quickly highlight any gaps in their development and provide children with individual support to help them catch up in their learning. Staff support children effectively to prepare for their move to school. For example, children learn more complex skills, such as independently doing up buttons on school cardigans. This helps children understand what is expected of them. Staff skilfully build on children's interests. For example, children are keen to explore nature and staff encourage them to explore life cycles as they enjoy watching caterpillars turn into butterflies. Children develop good communication skills. For example, staff support them to confidently act out their favourite traditional story and bring the characters to life, such as changing the tone of voice they use.

### Personal development, behaviour and welfare are good

Children are polite and behave well. For example, children say 'please' and 'thank you' with no reminders. All children develop a good understanding of the importance of healthy eating. For example, they are keen to grow their own interesting items to try, such as tomatoes and mint. Children have good opportunities to challenge their physical skills. For example, they learn about different ways they can stretch, move their bodies and balance in more complex ways as they engage in regular yoga sessions.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their individual starting points. Children gain good mathematical skills to support their future learning. For example, they learn about the concept of weight and confidently recognise and put numbers up to 10 in order. Children gain good early reading skills, for instance, they independently recognise simple words.

## Setting details

<b>Unique reference number</b>	EY467853
<b>Local authority</b>	Kent
<b>Inspection number</b>	1069684
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	50
<b>Number of children on roll</b>	136
<b>Name of registered person</b>	Clocktower Childcare Ltd
<b>Registered person unique reference number</b>	RP532971
<b>Date of previous inspection</b>	13 March 2014
<b>Telephone number</b>	01634 240530

Clocktower Childcare Ltd registered in 2013. It is located in Snodland, Kent. The nursery is open Monday to Friday, from 7.30am until 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 17 members of staff, 13 of whom hold a relevant early years qualification at level 2 or above, including one member of staff who holds a level 4 qualification.

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