

# Cliffe Woods Pre -School & The Acorn Club



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

<b>Inspection date</b>	30 November 2017
Previous inspection date	24 February 2015

<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

- A focused management team is led by two ambitious and enthusiastic managers and a dedicated supervisor. They support staff well to improve their practice, attend courses and gain further qualifications to enhance their knowledge and skills. The qualified staff work well as a team to maintain the good standards of care they offer.
- Staff monitor and track children's development effectively. They work closely with the managers to recognise any gaps in children's learning and use this information to provide meaningful learning experiences. This helps children to develop the skills they need for their future learning. All children make good progress.
- Partnerships with parents are strong. Staff work closely with parents to gather and exchange information regarding children's achievements and care needs. This helps to ensure a consistent approach.
- Children develop strong emotional attachments with the staff from the start. Staff are kind, caring and attentive to children's needs. Children are happy and settled.

### It is not yet outstanding because:

- The quality of interactions with the children are sometimes inconsistent across the staff team. Some staff do not always fully recognise opportunities to build on children's play experiences to enhance their learning.
- Staff do not always organise group times to ensure all children taking part are fully and consistently engaged.

## What the setting needs to do to improve further

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

- build on staff interactions with children, so they consistently extend children's learning as they play
- improve the organisation of group activities so that all children benefit and can join in.

### Inspection activities

- The inspector observed interactions between the staff and children during play activities and group times.
- The inspector viewed a range of documentation, including children's developmental records and staff qualification certificates.
- The inspector gained the views of parents and took these into account.
- The inspector spoke to key staff and the setting's special educational needs coordinator to discuss children's developmental needs and progress.
- The inspector carried out a joint observation with the supervisor.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The managers ensure that all staff are suitable and confident in recognising concerns, such as a change in a child's behaviour. All staff have a good understanding of the procedures to follow should they have a concern about a child's welfare. The managers welcome feedback from parents and work closely with the staff team to review practice and make relevant changes. For example, after managers reviewed parts of the daily routine, they held a staff meeting to enable the whole team to decide on relevant changes. The implemented changes have helped to ensure a more effective and smoother change from the morning session to the lunchtime period.

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

Staff use effective systems to observe and recognise children abilities. They have a good understanding of individual children's developmental needs and plan purposeful experiences. Overall, staff are very good teachers, they know how children learn and use appropriate techniques to support their developing skills. For example, staff use simple questions to encourage children to talk about their play as they pretend play dough has been cooked. Staff listen well, repeat the children's words and extend their ideas. Children use their developing language skills to share their understanding of aspects, such as needing gloves to hold the 'hot' dough and that the oven made the dough 'hot'. Staff encourage children to think about how ovens are used at home to cook different foods.

### Personal development, behaviour and welfare are good

Staff maintain safe, welcoming and stimulating indoor and outdoor environments. Children behave well. They are well supported to develop a good understanding of how to play, share and work cooperatively with others. They use simple manners consistently in their play. For example, children ask others if they could 'please' have some play money from the role-play till. This is shared and children immediately say 'thank you'. Children develop strong independence skills and show high levels of self-care. They share their knowledge with and support their friends. For example, as children wash their hands after messy play they relay to their friends that they need to pull their sleeves up. Children offer to help and show by demonstration how this can be done.

### Outcomes for children are good

All children progress well and practise skills to support their future learning. They are keen learners and show curiosity and enthusiasm in their play. They welcome simple challenges and persevere, using their developing skills to make things work. For example, children spend a long time considering the mechanism of a simple lift on a toy tree house. They use good physical skills to try different ways to turn the handle to wind up the string. Using trial and error children experiment with one and then two hands. As the lift moves they smile and use developing language skills to 'tell' the play characters how the handle turns. They chat continually as they use the lift to take each of the characters to the top of their tree-top house.

## Setting details

<b>Unique reference number</b>	EY241306
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1085787
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Cliffe Woods Pre School Committee
<b>Registered person unique reference number</b>	RP520878
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	01634 222667

Cliffe Woods Pre-School & The Acorn Club registered in 2002. It is situated in Cliffe Woods, in Rochester, Kent. The pre-school is open each weekday from 9am to 3pm, and The Acorn out-of-school club is open each weekday from 8am to 9am and 3.15pm to 6pm, during term time only. The pre-school and out-of-school club employ nine members of staff who all hold early years qualifications at level 2 or level 3. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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