

Clocktower Childcare Ltd



Snodland CP School, Roberts Road, Snodland, Kent ME6 5HL

Inspection date	20 September 2018
Previous inspection date	6 September 2017

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The highly effective and extremely dedicated management team has explored different approaches to support children's learning better. It recently changed the nursery environment into one which totally captures the curiosity of every child. It has chosen natural, recycled and second-hand resources, rather than items made of plastic to equip the setting. This has proved to be highly successful in capturing children's interest and has allowed them to explore, investigate and extend their learning impressively.
- The staff use the new environment highly effectively. They provide exciting and challenging activities based on children's development needs and interests. Children thoroughly enjoy learning and make excellent progress from their starting points.
- The quality of teaching is of a high standard and is consistently very strong. For example, the well-qualified staff use skilful questioning to extend children's learning, and encourage problem-solving and critical-thinking skills.
- Children are happy and settle quickly. They benefit greatly from a rich variety of activities, resources and experiences. Children develop extremely positive attitudes to learning, showing high levels of self-awareness and independence. They make choices in their play very confidently.
- All children make excellent progress in their development, including children who receive additional funding, those who have special education needs and those learning English as an additional language. The management team and staff have high expectations for children. The assessment process is excellent and staff provide extensive support, working closely with parents and other agencies, to help narrow any gaps in children's learning.
- Both indoor and outdoor environments are exceptionally well organised and have been developed very effectively to cover all areas of learning. Children are inspired to engage and extend their learning.

What the setting needs to do to improve further

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

- review further the organisation of changes in routine to help ensure all children remain purposefully engaged and occupied.

Inspection activities

- The inspector observed activities and the impact of teaching on children's learning in the indoor and outdoor areas.
- The inspector sampled records. She discussed planning and assessment, and children's welfare with key persons and the management team.
- The inspector checked a range of documents, including policies and procedures, staff records and qualification information.
- The inspector spoke to a number of parents and took account of their views.
- The inspector discussed self-evaluation and observations of children's play, learning and progress with the management team.

Inspector

Mary Van De Peer

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The staff have an excellent and up-to-date knowledge of how to keep children safe and how to report concerns about their welfare. Staff are meticulous in risk assessing the environments children use, so children can play in safety. The providers have established exceptional partnerships with parents, agencies and other settings, to support all children in their development. The providers support staff extremely well to improve their skills and knowledge. For example, they are acutely aware of the benefits of professional development and continually enable staff to access training. The providers are extremely enthusiastic and continuously strive for further improvements. They use rigorous evaluations, gathering the views of parents, children and staff, to identify and target areas for positive change. For instance, the providers have identified the need to enhance the practice at lunch and collection times, to ensure children all remain meaningfully occupied.

Quality of teaching, learning and assessment is outstanding

Teaching is consistently of a very high standard. Staff know the children exceptionally well. Home visits before children start have proved invaluable in gaining additional information. Staff use precise observations and assessments to identify and target swiftly any gaps in learning. The variety of exciting and intriguing resources and equipment, indoors and outdoors, motivates children to choose where to explore and investigate further. For example, cupboards and shelves contain real-life items to arouse children's curiosity, and inspire them to explore and discover what is hidden. Children relish the opportunity to make and mould their own play dough. Their mathematical and observational skills are extremely good. For example, as they search for insects in the outdoor area, children discuss their size and shape carefully, before putting them back where they found them. This helps develop their communication skills and understanding of their world exceptionally well.

Personal development, behaviour and welfare are outstanding

Children have high levels of self-confidence and independence. Staff encourage them to make decisions in their learning, such as how to find out additional information to further their knowledge. Children are taught about healthy eating and living, such as through discussions and looking at books. Every day, the children and staff walk a 'daily mile' together. This provides children with regular exercise and also the opportunity to explore nature in their local community further. The highly effective key-person system is used to support children's emotional development extremely well and sensitively. Staff consistently encourage children to be kind and respect each other. Staff are excellent role models and children's behaviour is exemplary.

Outcomes for children are outstanding

Children show excellent progress from their starting points and baseline assessments. They are extremely motivated to learn and explore. Children's social skills, communication and exploratory skills are exceptionally good. They display high levels of self-esteem and confidence. Children acquire important skills to prepare them for the next stage in their learning.

Setting details

Unique reference number	EY467853
Local authority	Kent
Inspection number	10078399
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	
Age range of children	2 - 10
Total number of places	50
Number of children on roll	136
Name of registered person	Clocktower Childcare Ltd
Registered person unique reference number	RP532971
Date of previous inspection	6 September 2017
Telephone number	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 during term time, and from 9am until 3pm in school holidays. 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 3 or above, including two members qualified at level 4.

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