

Clapham Pre-School

King George VI Playing Field, High Street, Clapham, BEDFORD MK41 6BP



Inspection date	6 September 2018
Previous inspection date	19 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Suitability checks have not been carried out for all trustees. The provider has not informed Ofsted of relevant changes to the trustees in a timely manner.
- Staff do not consistently use their good knowledge of children to make precise assessment of their learning, to help extend children's learning even further.
- While leaders track the achievement of individual children, they do not identify the progress made by specific groups of children.

It has the following strengths

- Partnerships with parents are effective. Staff encourage their involvement in the pre-school and in their children's learning.
- The quality of teaching is good. The pre-school provides a wide range of interesting and accessible activities. Staff work well together and communicate effectively to help children make good progress.
- Children settle quickly into pre-school and form warm and caring bonds with their key person. Staff encourage children to practise their self-help skills while they are at pre-school. This helps them to gain the independence they need when they move on to their next stage of learning or into school.
- The management team is dedicated and enthusiastic about its roles. It ensures that staff effectively support children's transition from one room to another. Children build confidence in managing change.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with relevant information in a timely manner, to enable the checking of all trustees to be completed, including obtaining Disclosure and Barring Service checks	13/09/2018
improve systems to ensure that Ofsted is notified of any changes to the trustees in a timely manner.	13/09/2018

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

- use the knowledge that staff have of children more effectively to plan activities that provide suitable challenge and help extend their learning to the highest level
- monitor the outcomes of the different groups of children more effectively and address any differences in achievement.

Inspection activities

- The inspector carried out a joint observation with the pre-school manager.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including the setting's self-evaluation and evidence of suitability of staff working in the pre-school.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records.

Inspector

Jane Osburn

Inspection findings

Effectiveness of leadership and management requires improvement

Robust procedures are not in place to ensure all required suitability checks for trustees have been completed. However, the trustees' role is to oversee the finances and development of the pre-school. They are not on the pre-school premises when children are present. The arrangements for safeguarding are effective. Staff show an understanding of how to identify and act on any concerns about children's welfare. The manager ensures that staff development remains a focus and there is opportunity to continue to build on their existing skills. Staff receive ongoing supervision meetings and attend local training events. The pre-school has an effective system of self-evaluation. Staff discuss their ideas and set targeted plans for development. This has a positive impact on the quality of the provision and the outcomes for children.

Quality of teaching, learning and assessment is good

Children are always busy and engaged in activities during their time at pre-school. The environment is planned well with inviting resources easily accessible indoors and outdoors. Staff support children well whilst spending time with them as they play. They skilfully adapt their teaching techniques to match children's individual developmental needs. For example, staff take opportunities for young children to count objects. They demonstrate by using their fingers to represent the numbers. Children independently use their own fingers when counting and begin to understand number representation. Staff support children's communication and language skills well. They speak to children about what they are doing, using a wide range of words to extend their vocabulary. They ask questions effectively to encourage children to respond with their own ideas.

Personal development, behaviour and welfare require improvement

There is a weakness in the provider's understanding about carrying out suitability checks on trustees. Staff are vigilant and keep the environment safe. They regularly check the premises to minimise hazards. Children have daily opportunities to experience fresh air. They can independently access the garden for most of the day. They select from a wide range of exciting learning activities and develop their physical skills. Children behave well. Staff praise them for their achievements and help them to build on their self-esteem. The pre-school provides healthy options for children's snacks. Children learn about healthy eating and develop the skills they need to feed themselves. Children are developing an awareness of living things and help to care for the pre-school pets.

Outcomes for children are good

All children, including those who have special educational needs, make good progress. Children are motivated and eager to explore a wide range of resources. They learn self-help skills while in this well-planned and enabling environment. Children gain the confidence and skills they need to prepare them for their next stage of learning.

Setting details

Unique reference number	219204
Local authority	Bedford
Inspection number	10060602
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	59
Number of children on roll	50
Name of registered person	Clapham Pre-School Committee
Registered person unique reference number	RP904581
Date of previous inspection	19 May 2015
Telephone number	01234 341 142

Clapham Pre-School registered in 1971 and registered again in 1992. The setting employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and 10 hold qualifications at level 3 or above, including the manager who has 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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