

# Cliffe Pre-School

Small Memorial Hall, Rochester ME3 7PU



<b>Inspection date</b>	6 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

- Staff establish secure and trusting relationships with children. They are happy, confident and settled. They have a good sense of belonging and positive levels of self-esteem.
- All staff build and maintain positive partnerships with parents. This helps them to keep parents fully involved in their children's learning. For example, staff encourage them to regularly add to their children's learning records and share achievements from home.
- The manager and staff evaluate their practice together effectively. They have daily discussions to reflect on the day's events and how well they motivated children to learn. They use their findings to support their future activity plans and help children to continue to make good progress in their learning.
- The manager closely monitors the quality of care and teaching staff provide for children well. For instance, she carries out daily observations on their interaction with children. She provides them with helpful advice to support their future practice.
- Children have good opportunities to develop their mathematical skills. For example, they confidently count and discuss quantities as they enjoy weighing activities.
- Staff skilfully build on children's ideas and interests. For instance, children who are interested in dinosaurs go on to make a dinosaur land. They research and learn about facts about the different types of dinosaurs.
- Staff do not make the most of ways to encourage children to develop their skills in early reading, to help prepare them for their eventual move to school more extensively.
- Staff do not consistently organise changes in routine effectively to ensure that all children know what is expected of them and remain fully engaged in their learning opportunities.

## 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 develop their interest and skills in early reading, to support their future learning even further
- review and improve the organisation of changes in routine to ensure that children understand what is expected of them and remain fully engaged in their learning experiences throughout.

### Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the pre-school.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff are keen to keep up to date with new early years information and build on their knowledge and skills further. They attend training beneficial to their practice. For example, they have learned about the different ways to manage children's behaviour effectively. They teach them how to manage their own emotions appropriately. The staff establish positive partnerships with other early years professionals. They regularly share children's achievements with staff at other settings that they also attend. This helps provide children with a good consistent approach to their shared care and learning experiences. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding and child protection policies and procedures, to help protect children's safety and welfare. Staff closely monitor any accidents and injuries and they ensure that forms are completed in detail and shared with parents routinely. Staff ensure that they deploy themselves well to supervise all children effectively and keep them safe and secure. The manager ensures staff always work to the required ratio. Thorough risk assessments of all aspects of practice help staff to ensure children remain safe.

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

The manager and staff closely monitor and track children's individual and specific groups of children's progress. This enables them to promptly highlight any gaps in their development and provide good support, to help children catch up in their learning. Staff support children to develop good communication skills. For example, they ask open-ended questions and give them time to think and then respond. They reinforce the correct pronunciation of words sensitively. Staff help prepare children for their eventual move to school. Children are independent and choose their own play with confidence.

### Personal development, behaviour and welfare are good

Children are polite and behave well. Children gain a good understanding of the importance of healthy eating. For example, they are keen to help prepare healthy snacks, such as butternut squash soup. Children have good opportunities to develop their physical skills. For instance, they negotiate different ways to move, such as climbing trees and balancing on tyres. Children gain a good understanding of other people's similarities and differences. For instance, they learn about traditions of other cultures, such as listening to Spanish music and trying on Spanish flamenco costumes.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. Children develop good skills to support their future learning. Younger children give meanings to marks they make as they draw. Older children write their name with confidence. Children enjoy participating in activities that require good levels of maturity. For instance, they use real tools to whittle wood. Children are creative and engage in interesting art, for example using charcoal to make pencils.

## Setting details

<b>Unique reference number</b>	EY551055
<b>Local authority</b>	Medway
<b>Inspection number</b>	10108231
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Castle View Day Nursery Limited
<b>Registered person unique reference number</b>	RP906522
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07966015372

Cliffe Pre-School registered in 2017 and is located in Rochester, Kent. The setting is open Monday to Friday from 9am to 3.30pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, all of whom hold relevant early years qualifications at level 2 and above.

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