

# Clapham Pre-School

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



<b>Inspection date</b>	12 June 2019
Previous inspection date	6 September 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Leaders and staff are committed to the continual development of the pre-school. They have a clear vision for the future and are motivated to achieve the best possible outcomes for children.
- Staff accurately assess the level of children's skills, knowledge and understanding on entry to the pre-school. They plan effectively overall to build on children's interests and skills to ensure they make good progress. Staff make good use of additional funding to help all groups of children achieve well.
- Children behave well. Staff are positive role models for children and help them to understand how their actions impact on others. They praise children for their achievements. This helps to promote children's confidence and self-esteem.
- Staff work well with other professionals to provide strong support to children with special educational needs and/or disabilities. They help to address gaps in their learning and guide them to achieve well-planned targets.
- Parents are very positive about the care and consideration staff show towards their children. They are well informed about the progress their children make and ways in which they can help them.
- Procedures to monitor and evaluate the progress of different groups of children are not fully developed.
- Staff do not always make the best use of opportunities to encourage children to solve problems and think further.

## What the setting needs to do to improve further

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

- enhance the monitoring systems to evaluate the progress of different groups of children more effectively
- further extend learning, for example by using questions that challenge and make children think, to raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector took account of the views of parents spoken to at the inspection.

#### Inspector

Lorraine Sunter

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. There are robust procedures in place to check staff are suitable to work with children. The manager ensures staff are trained in child protection and regularly checks that their knowledge is up to date. Staff demonstrate a good awareness of safeguarding and the wider issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. Staff take care to routinely check that children work in a clean, safe and attractive environment indoors and outdoors. They have access to training, which enables them to build on their knowledge and skills. Regular meetings are held with the manager to identify where they can improve further. The pre-school has an effective system of self-evaluation that includes feedback from parents and external professional visitors.

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

Staff are enthusiastic about their work. They gather useful information on children's interests and skills to identify the next steps in learning and plan activities to help them achieve well from the start. Staff promote children's listening and communication well. For example, during an outdoor meeting, they support children to use new words to describe how to keep themselves safe when using equipment. Staff help children to listen and concentrate. They share many different stories, songs and rhymes throughout the day and help children to become familiar with the characters and plot. Staff skilfully use activities to reinforce children's counting. For example, during story time, children identify if one number is greater than another. Children enjoy using their imaginations during role play. They use play dough to make different foods for the Chinese restaurant and enthusiastically show their skill in using chopsticks. Staff plan activities both indoors and outdoors that engage and excite children to explore and learn in the inviting environment.

### Personal development, behaviour and welfare are good

Children enter the pre-school happily and confidently and are keen to learn. Staff provide opportunities for children to mix with those of different ages throughout the day. Children freely make choices of where to play, both indoors and outdoors. The outdoor area provides a wide range of experiences for children to develop their physical skills. They enjoy digging to find insects such as worms and look for spiders. Children excitedly share their finds and talk about these with each other and staff. Children's awareness of healthy lifestyles and good hygiene is promoted well. For example, they learn to wash their hands before lunch and snack and time and after sneezing, to avoid spreading germs. Staff help children learn to respect each other and gain an understanding of other cultures and religions.

### Outcomes for children are good

Children develop skills they need in readiness for their eventual move to school. They demonstrate their developing independence as they confidently choose their snacks and pour their drinks. Older children recognise their names and place their name badge on the board before snack time. They learn to cooperate and recognise the value of working together.

## Setting details

<b>Unique reference number</b>	219204
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10078444
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Clapham Pre-School Committee
<b>Registered person unique reference number</b>	RP904581
<b>Date of previous inspection</b>	6 September 2018
<b>Telephone number</b>	01234 341 142

Clapham Pre-School registered in 1971 and registered again in 1992. The setting employs 11 members of childcare staff. All staff hold an appropriate early years qualification at level 3 or above, including the manager and deputy who have 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.

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