

Inspection of Clackclose Pre-School

Downham Market Sure Start Children's Centre, Paradise Road, DOWNHAM
MARKET, Norfolk PE38 9JE

Inspection date: 19 January 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this friendly pre-school. They are warmly greeted at the door. Children are happy and engage confidently with staff, who know them well. Several children have formed very strong attachments with their key person. This helps them to feel safe and secure. Children's behaviour is good because staff act as good role models and recognise children's achievements. Children are spoken to in a calm manner and they are praised often. Children are kind and polite. Younger children are learning how to share, while older children use sand timers, so that they know when it is their turn to use popular equipment.

Children increase their confidence as they explore the environment, both inside and outside. They make choices for themselves. Children are well engaged throughout their time in the pre-school, as staff plan and provide activities that interest them. All children are supported by the staff who get down to their level and provide guidance as needed. They help younger children to find out what happens when they fill a bucket with sand and turn it upside down. Staff encourage older children to work cooperatively as they construct a path of bricks, before negotiating their way over the narrow path.

What does the early years setting do well and what does it need to do better?

- Staff support children's speech and language development effectively. They read stories and introduce new ideas and vocabulary. Children have lots of opportunities to sing songs and rhymes. They practise pronouncing sounds of words correctly during group times. Staff pose questions to help children to think and give them the opportunity to respond, in their own time.
- Older children use a computer as they explore the characteristics of different dinosaurs. Children name many of them correctly. Younger children show respect for living things. They learn to carefully handle worms and a ladybird that they find and use a magnifying glass to examine them more closely. Children learn to recognise numbers, count and calculate. Staff skilfully weave in mathematical concepts, as they talk and pose questions about the weather, the months of the year and the days of the week.
- Children with special educational needs and/or disabilities are well supported. Staff swiftly identify those children who are at risk of falling behind. They engage with parents and work with other professionals. They tailor support to meet the children's individual needs, further supporting communication with pictorial images and simple sign language. This ensures that gaps in learning are reduced as quickly as possible.
- Children have good opportunities to be physical as they run, climb and peddle tricycles in the well-resourced garden. Children eat nutritious snacks. Children learn about the importance of oral health, as they practise using a toothbrush to

clean a large set of model teeth.

- Children learn some independence skills as they help to tidy away toys. They take themselves to the toilet and know to wash their hands to get rid of germs. However, at times, staff do not support children to be as independent as they can be. For example, staff do things for older children, such as putting their shoes on, zipping up coats and resolving children's minor conflicts, which the children could otherwise have a go at themselves.
- Parents are positive about the pre-school. They feel well informed about their children's progress. Staff are sensitive to the potential effects of the COVID-19 pandemic on children and their families. During national restrictions, they worked hard to help the children to continue their learning at home. However, more recently this support has reduced. As a result, parents are not provided with ways to further extend their child's learning, such as a love of reading, at home.
- All staff are well supported by the management team. New staff receive an effective induction and understand their roles. Staff receive regular supervision and complete mandatory training. However, supervision arrangements do not focus enough on supporting staff's continuous professional development and further enhancing their knowledge and skills, particularly with regard to ongoing delivery of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The management team has a secure understanding of their safeguarding role. Staff have a good understanding of their responsibility to keep children safe. All staff undertake regular training to ensure their knowledge and understanding is up to date. Safeguarding matters are discussed during supervision and staff meetings. Staff are confident in identifying potential signs of abuse. They know when and how to report any concerns about children's welfare. Robust recruitment procedures are followed when appointing new staff. Staff have a secure knowledge of what to do should a child have an accident.

What does the setting need to do to improve?

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

- support staff to make the most of teachable moments to help children to become as independent as they can be
- work more closely with parents to support them to extend their children's learning at home
- make better use of staff supervision to support staff's continuous professional development and enhance their skills, particularly with regard to delivering the curriculum.

Setting details

Unique reference number	EY423085
Local authority	Norfolk
Inspection number	10113096
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	57
Name of registered person	Clackclose Pre-School Committee
Registered person unique reference number	RP523793
Telephone number	01366385067
Date of previous inspection	7 May 2015

Information about this early years setting

Clackclose Pre-School was registered in 2011. The pre-school employs eight members of childcare staff. Of these, most hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during school term times only. Sessions are between 8am and 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection that the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the pre-school manager and has taken this into account in their evaluation.
- The inspector and the pre-school manager carried out a tour of the pre-school to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interaction with the children, both inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke with a number of staff and children at appropriate times during the inspection.
- The inspector spoke with a sample of parents and considered the views of additional parents, via written testimonials provided.

We carried out this inspection 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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