

Inspection of Clophill Pre School

Clophill Village Hall, Kiln Lane, Clophill, Bedfordshire MK45 4DA

Inspection date: 24 April 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and make rapid progress in this vibrant setting. They settle quickly and become confident learners, exploring and determining their play. For example, children decide to 'cook' outside. They describe how they make 'woodchip cupcakes', making a written record of the recipe. They delight in new discoveries, such as lichen, eagerly learning how this grows. Children's behaviour is exemplary and they demonstrate a mature understanding of their feelings. For instance, they join in with simple sessions, such as 'eagle flying', where they are aware of their breathing and movement, helping them to feel calm. Children gain an excellent awareness of their local community and are fully involved in community life, helping them develop a strong sense of belonging. For example, they help stock the food hub and tend an allotment, where they grow produce to sell in their shop.

Wherever children choose to play, they are excited and challenged. For instance, children play in the culture garden, examining and discussing artefacts from around the world. They competently use balance bars, developing their core strength and coordination. Children demonstrate a deep sense of security and are fully involved in daily routines and decisions. For example, they help prepare snacks, such as carrot bread, for the following day. Children are gaining an excellent awareness of how to keep themselves healthy. They examine illustrations and decide which teeth are 'good' and which are decayed, discussing healthy food options.

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

- Managers are committed to offering children the very best learning environment. They inspire staff, truly valuing their work and taking care to promote their well-being. Staff report that they love their work and feel exceptionally well supported. They complete additional training, cascading this to the whole team and making use of all learning in order to offer children the highest level of support.
- Managers expertly monitor children's development, ensuring that no child falls behind in their learning. Staff and managers pay meticulous attention to understanding each child and their family. They make highly effective use of additional funding to ensure that every child is included and can access all opportunities.
- Staff have a deep understanding of the innovative curriculum. They expertly implement this, making superb use of the outdoor area. They offer exciting play experiences that inspire children to explore and learn. Every child, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, makes excellent progress.
- Children with SEND receive exemplary support. Staff care deeply about every child and are exceptionally knowledgeable. They note any possible concerns

straight away and take immediate action to tailor their support to exactly meet the needs of children. They work very well with parents and other professionals, ensuring that children make as much progress as possible.

- Children delight in books. For example, a small group of children choose favourite books and reads these to one another. They listen intently and organise how they are going to act out the story.
- Children develop excellent communication skills. Staff expertly engage children in discussions, helping them to gain an advanced understanding of the rhythm of conversation. Staff have high expectations of children and introduce new, complex vocabulary. For example, children examine pictures and discuss 'cirrocumulus clouds', going on to talk about 'altitude'.
- Children have numerous opportunities to use their knowledge and test ideas. For instance, they use their understanding gained from growing produce on their allotment to help plan a new nature garden. They consider the placement of plants and the pond, drawing up plans to illustrate this.
- Children enjoy innovative activities that help extend their learning to the optimum. They are captivated as a staff member explains how a metal detector works. They readily take turns, exclaiming excitedly as they find objects. They compare these, determining the material each item is made from.
- Parents have an exceptionally high regard for staff and managers. They feel that communication is excellent and staff go above and beyond to make sure that they understand and include every child. Staff offer parents precisely tailored support to aid them in building on their child's learning. For example, they lend books and resources and share their extensive knowledge of external agencies. They offer parents frequent opportunities to meet and exchange information.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is given the highest priority and is considered in every area of the setting's work. All staff have an excellent understanding of safeguarding, completing a wide range of training throughout the year to keep their knowledge up to date. They understand how to recognise possible concerns in a child's life and report these without delay to the correct professional. Their excellent partnership working with external agencies helps to ensure that children's welfare is always promoted. Additionally, staff understand wider safeguarding concerns, such as the possible dangers linked to use of the internet. They take highly effective action to protect children at all times.

Setting details

Unique reference number	EY469136
Local authority	Central Bedfordshire
Inspection number	10280787
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	46
Number of children on roll	76
Name of registered person	Clophill Preschool Limited
Registered person unique reference number	RP907363
Telephone number	07765 887868
Date of previous inspection	27 September 2017

Information about this early years setting

Clophill Pre School registered in 2013. The pre-school employs 15 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The setting's two managers joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a manager.
- Meetings were held between the inspector and the managers. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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