

Inspection of Cliffe Woods Pre -School & The Acorn Club

Cliffe Woods CP School, View Road, Rochester, Kent ME3 8UJ

Inspection date: 22 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff support children to settle in the morning through welcoming them at the door and planning individual activities. This allows children to start their day happily and feel safe and secure. Children have good relationships with their friends and play well with one another. For example, children take turns and encourage each other through their play, which staff encourage. Mealtimes are an opportunity for children to demonstrate their independence. For instance, they pour their own drinks and select their fruit, and even the younger children take part in this.

Outdoors, children have the opportunity to play on the bikes, slides and balancing equipment to enhance their physical skills. Staff understand the importance of providing children with a wide range of experiences. For instance, children wander through the wild grass, and water the flowers that they have planted in the garden. Children are encouraged to engage in conversation throughout their day-to-day activities and play. For example, children play a baking game with play dough in the role-play area and staff ask questions about the shapes they are creating.

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

- Staff understand the importance of providing children with opportunities to write for a purpose. For example, while using the role-play corner, children practise their mark making by pretending to write shopping lists on miniature clipboards. Writing in the outdoor area is also encouraged. For instance, children chalk out hopscotch games on the pavement and practise forming numbers.
- The special educational needs coordinator has ambitious plans for the setting, such as increasing staff training and furthering support for children. Children with special educational needs and/or disabilities (SEND) receive targeted support, which is specific for their needs, and have high expectations from staff. For example, children with SEND have planned activities to aid their transition in the morning, where they work closely with a member of staff.
- The manager is proactive at recognising the areas that she can further improve the pre-school. For example, she reflects on the needs of the children and makes changes to the environment where necessary. The manager also recognises the strengths of her team and supports staff members when needed, such as by pairing newer staff members with more-experienced staff.
- Overall, children behave well and engage in their learning. At times, children can lose concentration during changes from one part of the day to another. For example, they have to wait to use the outdoor area while the other children have their sun cream applied. Some children become less engaged at story times.
- Children have a very good balance of adult-led activities and child-initiated play. Staff model skills first and then children have the opportunity to practise them

during their independent activities. For instance, staff plan an activity where children observe the change in ice, so children can learn new vocabulary. Children listen to staff about how the ice melts and changes into water, and then look back at it throughout the day.

- Overall, parents speak highly of the pre-school and comment on how happy their children are. Staff are available to speak to parents at the start and end of the day, as well as communicating through an online system. However, staff do not always provide parents with more information about their children's progress and development in all areas of learning.
- The manager understands the importance of effective transition between the pre-school and school. She ensures that children are ready for school by promoting independence in children's daily routines, such as, allowing children to practise putting on their own belongings and selecting their own name in the morning. The manager communicates with the school and other agencies about the children who are starting school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of what to do if they have concerns about a child's safety or well-being and who to report this to. The designated safeguarding lead has a clear understanding of the procedures to follow and who to contact if they have concerns about a child or an adult. Staff understand the importance of carrying out regular risk assessments in the environment to ensure that children are always kept safe, particularly in the outdoor area. For instance, the manager monitors ultraviolet levels daily to make sure that children are well protected from the sun.

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 plan more effectively for children's transitions from one activity or time of day to another, to allow children to remain fully focused and engaged
- strengthen partnership with parents and share more information about their child's developmental progress and learning.

Setting details

Unique reference number	EY241306
Local authority	Medway
Inspection number	10289604
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	103
Name of registered person	Cliffe Woods Pre School Committee
Registered person unique reference number	RP520878
Telephone number	01634 222667
Date of previous inspection	30 November 2017

Information about this early years setting

Cliffe Woods Pre-School & The Acorn Club registered in 2002. It is situated in Cliffe Woods, in Rochester, Kent. The pre-school is open each weekday from 9am to 11.30am and 12.30pm to 3pm, with a lunch session in between. The out-of-school club is open each weekday from 7.30am to 9am and 3.15pm to 6.30pm, during term time only. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Mellin

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 staff and has taken that into account in their evaluation of the provision.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector and manager carried out a joint observation of a group story time.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children and the impact on their learning.

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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