

# Inspection of Clockhouse Preschool Playgroup

Clock House Methodist Church, Clock House Road, BECKENHAM, Kent BR3 4JP

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Inspection date: 28 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children arrive at the setting and staff greet them warmly and welcome them enthusiastically. Children form strong attachments to staff, who offer them emotional support and comfort when it is needed. They show how safe and secure they feel as they settle quickly and go off into the room to explore the environment. Children choose the things they want to learn and play with. The curriculum is ambitious and inclusive of all children. Staff plan a curriculum which allows children to develop their independence and social skills. For example, children play happily with each other. They learn how to take care of their needs, such as by using the toilet and blowing their nose at a 'nose-wiping station' independently.

Staff put children first and have a key-person system in place. This allows them to get to know children and their families well right from the start, through home visits and daily conversations in person. During the COVID-19 pandemic, staff stayed in contact with their parents and provided them with support and ideas for their children's learning at home. Staff have high expectations of all children, who make progress. Children are engaged in their learning and enjoy joining in with daily stories and songs. For example, they smile with delight as they all stand up and march off into a small room for a story, singing the rhyme of 'The Grand Old Duke of York' together.

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

- Leaders have a clear vision for the setting. They lead with passion and truly want all children to achieve. The setting is inclusive for all children. Staff make necessary adjustments to ensure that all children have access to education. They work with outside agencies and parents to make sure that any gaps in children's development are addressed and that children are not at risk from falling behind. For example, staff offer a book and toy lending library to support children's learning at home.
- Staff support children's learning as they play. They continually observe and assess children. Staff hold focus weeks where they make notes on how well each child is developing and then share this information with their parents. The environment is well resourced. Children enjoy exploring the different areas and are joined by staff, who engage with them well. However, staff do not always consider how to sequence children's learning into smaller steps, to allow children to achieve even more based on their current level of development.
- Parent partnerships are good. The setting is part of a local community and run by a small committee. Parents commend the setting on its loving and nurturing environment. They say this has a positive impact on their children's well-being, and because of this they are developing their language and social skills in

preparation for school.

- Leaders value their staff, most of whom are long standing and work well together. They know the importance of having well-trained staff and the impact it can have on children's outcomes. Leaders provide staff with feedback and pair more inexperienced members with more experienced ones to offer them support and good modelling. They organise training that supports the needs of the children they currently have. For example, staff have recently completed behaviour and sensory training as a team.
- Staff have high expectations of all children. They support even the youngest children to use 'kind hands' and 'kind words'. Staff teach children how to share, take turns and use such things as sand timers to support children further when they find this difficult. They develop children's understanding of fairness and democracy. For example, staff ask children to vote on which story they would like to hear at group time.
- Overall, staff support children's communication and language skills very well. At story times, they read to children in an exciting manner and introduce them to new vocabulary. For example, when children explore shells, staff talk about how they feel and introduce new words such as 'bumpy' and 'smooth'. However, sometimes, staff do not always consider the noise level in the room or the noise of other children playing, which impacts on children not being able to concentrate fully and get the most out of the experience.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- strengthen the ways in which children's learning is sequenced in order for them to have a sense of achievement and get the most out of every experience
- consider the environment and the way in which things are presented to children to allow them to fully concentrate on their learning.

## Setting details

<b>Unique reference number</b>	137287
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10316983
<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 at time of inspection</b>	2 to 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Clock House Methodist Church Pre-School Group
<b>Registered person unique reference number</b>	RP523869
<b>Telephone number</b>	0208 663 6149
<b>Date of previous inspection</b>	25 May 2018

## Information about this early years setting

Clockhouse Preschool Playgroup registered in 1990 and is run by a committee. The setting operates from a church hall in Beckenham, Kent and has spaces for 30 children per session. It is open during term time, from 8.15am to 15.15pm on Monday to Thursday, and from 8.15pm to 13.15pm on a Friday. The setting receives funding to provide early education to children aged two, three and four years. There are 10 members of staff who work with children, including the manager. Of these, two staff hold early years teacher status, four staff hold qualifications at level 3 and two staff hold qualifications at level 2. There are also two unqualified members of staff, who are currently training for qualifications at level 3.

## Information about this inspection

### Inspector

Louisa Parker

## Inspection activities

- This was the first routine inspection the setting 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 manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of a small-group activity.
- The inspector spoke to parents 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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