

Clifton Street Pre School

Clifton Street Social Hall, Clifton Street, Swindon, Wiltshire, SN1 3QB

Inspection date	20/02/2013
Previous inspection date	03/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All children benefit from inspirational moments in the familiar routine, which excite them and encourage them to make the best possible progress in their learning.
- All children are enabled to become more independent because sensitive staff encourage children to perform challenging tasks for themselves.
- The sharply focused committee has enabled the exceptional supervisor to step back from working with the children all the time, so that she can use her expert knowledge to further empower the highly motivated and experienced staff team.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and outside, and conducted a joint observation with the supervisor focusing on interactions.
- The inspector held a meeting with the supervisor and the committee chair, and held a discussion with staff.
- The inspector interviewed parents on arrival, and discussed activities with children.
- The inspector checked selected policies and plans.
- The inspector sampled children's progress folders and assessment records.

Inspector

Christine Malone

Full Report

Information about the setting

Clifton Street Pre-school opened in 1997. It is registered on the Early Years Register and is managed by a voluntary committee made up of parents of children at the pre-school. It operates from the Clifton Street Social Hall in Swindon where the pre-school has sole use of the playroom, kitchen, cloakroom and toilets. There is access at the rear of the hall to a small, dedicated outdoor play area. The pre-school regularly visits the adjacent public green space.

The pre-school opens for five week days during school terms. Sessions run from 9am to 1pm on Mondays and Fridays, and until 2pm on Tuesdays, Wednesdays and Thursdays. Children attend for a variety of sessions and come from the local, socially mixed area. There are currently 37 children on roll from three years old to under five years old. Of these, 32 receive funding for early education. The pre-school supports children with learning difficulties and physical impairments, as well as those who speak English as an additional language. The pre-school employs seven staff, six of whom work with the children. The supervisor is a qualified teacher and five staff are qualified to level three, with two of these members of staff working towards a foundation degree in early years.

What the setting needs to do to improve further

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

- further improve children's independent access to the highly stimulating outdoor area by considering innovative solutions that enable direct independent access by children throughout the session.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

From the busy start of the session to the quieter moments of reflection, children and staff focus relentlessly on enjoying learning together. The pre-school uses the older-style building extremely effectively to offer a very wide range of bright and accessible toys and equipment, which children keenly select during the ample time for free play. Children respond particularly well to the magical and peaceful yoga session at the end of the morning, thoroughly enjoying breathing and stretching in a circle, while listening to music by Vivaldi.

All children progress extremely well because of exceptional planning for the next steps in their learning. The experienced and highly motivated staff team work very effectively together to ensure children's individual learning styles and interests drive the themes and activities offered. Extremely generous staffing ratios support the vibrant indoor play environment so that there is always an adult nearby to ask a challenging question, or to enjoy a child's achievement.

Careful tracking of each individual child's progress means that daily short and enjoyable adult-led activities bring out the best in each child. Staff plan for the pirate theme to extend across all areas of learning. Children rush to take a turn in the pirate ship,

regulating the potential over-crowding themselves. They measure their head circumference, writing names independently on individual paper strips, and concentrate deeply on decorating their pirate hats using colourful pens and sparkling and interesting shapes. They then leap up and proudly hurry to the role play area wearing their new hats. They enjoy a range of different pirate books, quickly repeating interesting words that they hear in books like the 'dark, deep forest', and they can explain what they are doing, using words like 'decorate'.

Children are particularly well-prepared for the next stages in their learning, becoming increasingly independent and skilled socially, in speaking, and in moving well and appropriately. Staff extend children's mathematical and writing skills effectively, blending letters and sounds effectively with astute and subtle teaching so that children can move on to school with a head-start.

Children take home interesting games and activities, like dinosaur dominoes, and then arrive excited in the morning to tell staff what they have been doing at home, and to show photographs and parent's comments.

The contribution of the early years provision to the well-being of children

All members of staff skilfully nurture children, combining familiarity with challenge, so that even the youngest children in the group feel safe and ready to play and explore. A highly effective system allocates a special member of staff to each child, enabling parents to have a knowledgeable adult with whom they feel confident to share concerns. Parents are proud of their children's achievements, that they return to the pre-school again and again with their younger children because of the friendly and approachable staff.

Children relish using adult metal knives to spread their sandwiches, and staff are careful not to intervene so that children learn to take their time and manage their own risks. When a younger child pours his milk without spilling, for the first time, there is a general celebration and the child proudly drinks, confident that he will be able to do it himself tomorrow.

Children successfully manage the risk of over-crowding the pirate ship, counting how many are inside, without adult prompting. They eagerly wait for their turn if there are already six children playing.

When new children join the pre-school, after visits from staff to their home, so staff can be welcoming and knowledgeable, they are not pressurised to join in the marvellous range of activities straight away. Children watch and choose when they are ready to come and sit with the larger group. Such sensitivity to individual needs means that despite the atmosphere of busy activity and learning, staff allow children as much time as they need to be ready to join in.

When children or parents make suggestions, staff seize the opportunity to develop new activities, such as a fruit salad picnic, encouraging healthy eating and sharing. The highly

stimulating environment indoors continues outdoors within the constraints of the building. The pre-school has developed its small outdoor space to be an inspirational burst of fresh air, now covered for use on rainy days. Children water plants themselves and laugh as they jump on the pump that propels a little toy creature high into the air. The carefully chosen bamboo piping especially attracts boys outside to roll cars down the chutes or to experiment with water. Chalks and jolly blackboards allow children to make marks outside, and there are always opportunities to play with sand or hit pots and pans to make music.

The effectiveness of the leadership and management of the early years provision

The experienced and inspirational supervisor and the diligent and supportive committee have a strong sense of the history of the pre-school, and are absolutely determined to ensure a sustainable and successful future for the benefit of local families and children.

The committee decided to support the supervisor in stepping back from daily work with children, to focus more on management tasks and leadership of staff. This is key to the current success in the pre-school. The supervisor plans and conducts observations of practice, making accurate and helpful suggestions that support staff develop further. The pre-school has implemented an astute and targeted programme of appraisal and training to help the staff team develop strengths both individually and together. One member of staff leads the yoga, and has attended physical development training, bringing back and demonstrating ideas to other members of staff, for example using tweezers with dinosaurs to help boys develop finer motor skills. Three members of staff are trained special needs coordinators, and find this is so valuable in working with individual children that other staff members are also going to attend the training too. The highly inclusive pre-school appears to effortlessly engage all children, including those for whom English is not their home language, and those with medical needs. Staff achieve this because of their shared vision of bringing out the best in each child.

The highly reflective and dedicated staff team have played an important part in realising the supervisor's vision to continue to build exceptionally high standards over time. The inspirational learning environment and detailed records of children's individual progress are a testament to the openness of the staff to on-going improvement. Staff demonstrate a shared belief in being sensitive to each other while working in one open indoor space. They also enjoy working together to plan to meet children's needs in the forthcoming week, building on observations of children's enjoyment and relating these to their stages of development and planned next steps.

The pre-school demonstrates an uncompromising drive for improvement in the development of the very small and uninviting yard, to an innovative and now attractive outdoor play area, featuring colourful flowers and unusual bamboo play equipment. Children would be unable to experience the seven areas of learning outdoors without this clever project.

Children demonstrate feeling very safe in the welcoming pre-school environment both

indoors and outdoors, and this is underpinned by extremely robust systems. All staff and students are suitably checked. This is recorded clearly and meets all requirements of the current legislation, as well as being up to date. Recent recruitment of a new member of staff observed safer recruitment procedures, and a safeguarding audit completed by the local authority and the pre-school provides additional evidence of safe practices.

Parents are pleased to talk about their pride in the pre-school, and the highly effective parent committee demonstrates very strong partnerships with parents and the local community. Several children with a variety of specific needs attend the pre-school, and staff liaise with different professionals, and with other childcare providers according to need. For example, if there are concerns about a child, a meeting might be called.

The local authority quality scheme has provided the pre-school with a format to record evaluations and to plan for the future. This pre-school is confident in its high quality, but is not complacent, and is aware of how future improvements can still be made.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	508006
Local authority	Swindon
Inspection number	814319
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	26
Number of children on roll	37
Name of provider	Clifton Street Pre School
Date of previous inspection	03/03/2011
Telephone number	01793 491187

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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