

Inspection of Clifton Street Pre School

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

Inspection date: 21 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 thoroughly enjoy coming to pre-school. This is clear from their smiling faces and eagerness to start playing. Staff expertly develop children's confidence. They greet children warmly and settle them quickly. They are especially sensitive to children who find it difficult to separate from their parents. They devise gradual settling-in periods tailored to children's individual needs. Parents say they value how the manager and staff make everyone feel welcome. Children feel safe. They form exceptionally close bonds with their special key person, who they seek out to share their triumphs and occasional minor upsets throughout the day. Children play together happily and learn to make friends easily. The staff's nurturing ethos is central to their success. Staff expect children to be kind and helpful and, with their positive and calm approach, children learn what is expected of them very quickly. Children are thoroughly absorbed in their play because staff provide interesting activities and resources, which children are keen to explore. Staff encourage children's curiosity; they ask questions such as 'I wonder how...?' and 'what will happen if...?'. Children take great delight in freeing objects from blocks of ice. They persevere with the difficult task, using hammers, and then discover for themselves that salt and warm water make ice melt more quickly. Staff add extra resources to add interest and challenge, such as small syringes, nets and magnifiers. Staff have high expectations for all the children, including those who need additional support.

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

- The inspirational manager leads by excellent example. She values her dedicated staff, who work very well together. The manager appreciates how hard they work, and staff say they feel well supported.
- The manager knows what children need to learn to help them succeed when they move to school. She meets other early years and school leaders to discuss how to improve outcomes for children. She ensures that staff continually develop their knowledge and skills to teach children effectively, building on what children know and can do through playful and challenging experiences. The manager is dedicated to ensuring that children with special educational needs and/or disabilities receive additional support when required.
- Staff prioritise developing children's speaking skills. The manager recognises that the high proportion of children who do not speak English at home typically find this hard, especially when they first start. The manager is clear about how best to teach these children. She needs to make sure that staff consistently plan and deliver activities which meet these aims. Some whole-group activities are not always appropriate for all the children and most-able children are not sufficiently challenged at these times.
- The manager is passionate about the important role that parents play in their children's learning. She and her staff involve parents from the outset. For

example, children meet their key person on a home visit before they start at pre-school. They share information to get a full picture of children's development at home and in pre-school. Parents look forward to completing a weekly 'family challenge' with their children, such as drawing a picture of their family, which staff make into a treasured book for the pre-school library. Staff encourage families to borrow books to take home and they remind parents of the great value of reading to their children.

- Staff teach children extremely skilfully to recognise and name the emotions they experience. They use stories, puppets and picture cards to reinforce children's learning. Staff recognise how this affects children's behaviour. They teach children coping strategies, such as using interesting objects to help children focus. Daily yoga sessions provide an opportunity for children to relax, stretch and improve their concentration. Staff take every opportunity to make children feel proud of their achievements and to become highly independent.
- Staff incorporate the teaching of mathematics into the daily routine. Staff encourage children to count, develop mathematical language, identify shapes and solve mathematical problems through play. For example, children are surprised to discover how heavy a pumpkin is and delight in seeing how far they can squirt water with a syringe.
- Staff develop children's early reading and writing skills well. Children enjoy nursery rhymes, songs and stories. Some children begin to match sounds to letters and recognise familiar written words. They have many opportunities to strengthen hands and make marks in readiness for writing.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff understand that safeguarding and promoting children's welfare is everyone's responsibility. Staff receive effective training. They recognise the signs and symptoms that a child may be at risk of harm and they are very aware that 'it could happen here'. They know the correct procedure for reporting and referring concerns. The pre-school building is safe and secure enabling children to confidently and safely explore the indoor and outdoor spaces. Staff supervise children effectively and keep a close check on their well-being.

What does the setting need to do to improve?

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

- ensure that group activities are engaging and appropriately challenging for all the children taking part, including those learning English as an additional language and the most able
- develop staff knowledge and skills to enable them to support children who are learning English as an additional language as well as possible.

Setting details

Unique reference number	508006
Local authority	Swindon
Inspection number	10125949
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	3 to 4
Total number of places	26
Number of children on roll	18
Name of registered person	Clifton Street Pre School Committee
Registered person unique reference number	RP520064
Telephone number	01793 491187
Date of previous inspection	20 February 2013

Information about this early years setting

Clifton Street Pre School registered in 1997. It operates from the Clifton Street Social Hall in Swindon. The pre-school opens for five week days from 9am until 3pm during school terms. Children may attend for all or half the day. The pre-school employs five staff, four of whom work with the children. The manager is a qualified teacher, two of the staff hold relevant qualifications at level 3 and one at level 2.

Information about this inspection

Inspector

Rachel Edwards

Inspection activities

- The inspector and the manager carried out a learning walk in the indoor and outdoor areas.
- The inspector and the manager observed and shared an evaluation of a whole-group activity.
- The inspector spoke to several parents and took account of their comments.
- The inspector looked at ongoing suitability checks for staff, children's records, and sampled other relevant documentation.
- The inspector observed and spoke to children and staff at appropriate times throughout the inspection.

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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