



Carisbrook "Clever Cloggs" Day Care

Inspection report for early years provision

Unique Reference Number	EY298283
Inspection date	19 May 2006
Inspector	Amanda, Jane Nicholls
Setting Address	Clevercloggs Pre-Scool, Wellington Road, Newport, Isle of Wight, PO30 5QT
Telephone number	01983 821557
E-mail	
Registered person	Carisbrooke 'Clever Cloggs' Day Care Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

First registered in 2004, Clever Cloggs Pre-School, operates from Primary School in Carisbrooke, Newport, Isle of Wight.

The provision is registered for 40 children with currently 84 children on register from 2 years to school age.

The provision is open from 8:45 to 15:00pm Monday to Friday, term time only.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a strong sense of awareness toward their own personal health and hygiene. They know the importance of hand washing before meals and snacks, because purposeful strategies within their daily routine help them to remember.

Careful attention is given by the setting toward the preparation and presentation of foods and drinks at snack time. As a result, children spend unlimited time chatting in their attractively designed café. Here they consume wholesome and nutritious fruits and vegetables and have unrestricted access to drinks such as water and milk.

The areas children have access to are generally clean and well organised. Opportunities are maximised for older more able children to use toilet facilities independently. And, this they do with high levels of ability and skill. However, staff do not monitor this adequately and this, along with the procedure for nappy changing and potty training, leaves some children prone to cross contamination and infection.

Wonderful opportunities are available for all children to play outside. They make independent choices and decisions, manoeuvring freely between both the indoor and outdoor areas of the setting. Here they enjoy a wide range of physical activities such as running, climbing, kicking and jumping. They willingly and enthusiastically don Wellington boots and coats, showing their clear understanding of the need to remain dry and warm.

As a result of the first class documentation held by the setting, children's medical and personal needs are suitably accommodated.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children enter a fabulously warm and welcoming environment. They are greeted and acknowledged by staff who show a genuine interest of them as individuals. As a result, they settle quickly, because they are familiar with their environment and clearly feel comfortable within it.

The space children have access to is carefully planned in order to accommodate their eagerness to learn. Because areas are outstandingly resourced with an amazing variety of quality items, children are able to develop their own ideas and extend their creative thoughts.

The strategies used by the setting to ensure the safety and welfare of both children and staff is superb.

Purposeful systems are in place which maintain an outstanding level of security for those who play both indoors and outside. The worthwhile use of written

documentation ensures procedures such as emergency contingency plans and fire evacuation procedures are effective and well rehearsed.

All adults have a sound understanding of their role and responsibility in child protection. This ensures children are safeguarded from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are animated and enthusiastic. They show extreme levels of confidence and self-esteem, clearly enjoying the time they spend at the setting. They spend much time together, eager to contribute and to become involved within the group. This is because all staff members are proactive in participating in their play and learning. As a result of this, children become independent and competent learners. Good attention is given toward the use of the Birth to three matters framework. This ensures the developing skills and abilities of younger children are equally met and facilitated across all areas of their learning.

Adults show committed interest in what children do and say. The activities that the setting provides for them, excite and stimulate their taste for learning. They help themselves to toys and play equipment from the extensive ranges which resources each area of learning. They play independently, as well as in small groups, supporting one another and including each other in their imaginary games. Children regularly attend events within the main school and, to local places of interest. This enhances and reinforces their learning of the environment which surrounds them.

The quality of teaching and learning is outstanding. Children are motivated and enthused by both the activities provided by the educational programme and, the methods of teaching which retain their interest. Staff members have a sound knowledge of the stepping stones of the curriculum guidance for the foundation stage and use them appropriately to support and extend children's learning.

As a result, children engage in a balanced programme of activities and experiences both indoors and outside, which challenge and stimulate them.

Children are eager to communicate with each other and the adults around them. They participate in songs and rhymes, using puppets, musical instruments and the written word. During imaginative play, they include others in their ideas, vocalising their thoughts and actions and working together in order for their game to succeed. Through the excellent use of both the writing and book areas, children begin to understand that marks have meaning. They write their names in upper and lower case letters with ease and confidence. Others enjoy exploring print as they paint with their fingers and hands. The setting promote the importance of the written word through the purposeful use of posters, books and games.

Children use numbers frequently throughout the day. At the meal table for instance, children independently count sandwiches and fruit sections. In more focused activities children show developing confidence in using numbers to 10, as they recognise and add with ease and skill.

As a result of the staff's purposeful questioning, children show interest in the world in which they live. They recall recent holidays and look at the similarities and differences of weather climates, foods and animals and their habitat.

Children negotiate and judge their own body space in relation to the space available to them, as they use a variety of purposeful equipment for peddling and pushing. Imaginative play is a particular favourite of some children who attend while others immerse themselves in craft activities as they investigate mediums, such as paint, rice trays and glue. Here they use a range of tools with increasing skill and purpose, as they print, cut and stick, both in two and three dimensions.

Children are making exceptional headway because of the worthy use of documented observations by staff who are knowledgeable and experienced practitioners. Individual portfolios contain detailed starting points to indicate children's abilities, likes and dislikes. While purposefully written end of term assessments, supported by evidence, give a clear picture of the progress they have made. These in turn, are used to inform their development toward the early learning goals.

Helping children make a positive contribution

The provision is outstanding.

All children are valued and respected as individual people because staff members clearly know them well. They know their likes and dislikes and talk warmly and fondly of them; their individual characteristics reflecting the likeable impression they give of them. Children too, clearly enjoy and are content to share in their good company. They are safe in their knowledge that they have time for everyone, including those with special needs. Good attention is given toward the promotion of cultural diversity through the purposeful use of imaginative play materials, books and craft activities.

Children's behaviour is exceptional. They are praised and encouraged throughout their activities and staff remain calm, talking in language children understand. They show high levels of care and concern for one another, as a result of the settings appropriate expectation of them to behave well. For example, while using construction sets, children understand the importance of sharing and negotiating.

Within this facility, children are keen to do good and assist others. They willingly help to empty water tables and wash cups and plates for example.

The partnership the setting has with parents is outstanding. Children benefit from this worthwhile working relationships, which ensures excellent continuity of care. They are provided with purposeful and informative documentation about the service and the educational programme that is offered. Confidential folders are prepared and maintained for each child, which parents are able to study at any time. For children who are leading up to or who are in receipt of nursery education funding, observational records inform of the activities they have enjoyed and the skills they have or have yet to achieve.

The worthwhile range of policies ensure parents are fully aware of the procedures on child protection, confidentiality and complaints. A parent group actively looks at

funding and training issues. As a result of this excellent work, this is indeed a strength of the setting.

The provision fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children are cared for within a setting that is dedicated and committed to maintaining a high quality service. They work alongside effective key worker staff who share a passion toward enhancement and development through the array of purposeful qualifications they hold and continue to achieve in early years care and education. This as a result, ensures the children and their families they work with are appropriately supported.

Through the integrated promotion of both care and nursery education, children's learning is enhanced. They are suitably protected and their care is maximised by the readily available documentation held by the setting. Children's individual folders contain relevant permissions and contact information.

Organisation is mostly good. Because areas are well resourced, children feel very comfortable and at ease. They move with confidence and independence as they access the excellent range of toys and equipment available to them. Plans are adapted to interest and enthuse children of all ages and abilities. This as a result, meets the needs of the range of children for whom they provide.

Children are not at risk from harm, because only adults who are vetted have sole charge of them. The consistent approach within the policies and procedures they use, ensure all staff are fully conversant with their role and responsibilities toward the protection of children who use the setting.

The leadership and management of the day care setting is outstanding which, in turn has a positive affect on children's learning overall. Practitioners have a thorough knowledge of the Foundation Stage curriculum, including the birth to three matters framework, and use this to provide exciting challenges and experiences for children of all abilities. Methodical attention is paid to monitoring the effectiveness of teaching and the impact on children's individual progress. This is enhanced through the excellent spirit and dedication shown by long serving staff who speak highly of each other and of senior management. Staff members willingly assist and support each other, yet have the experience and knowledge to work independently.

The views of parents are continually sought and used to improve upon the service offered to their children.

The methods used to monitor and evaluate children's starting points and overall attainments is also worthwhile and of a high standard.

Improvements since the last inspection

Not Applicable.

Complaints since the last inspection

Since the last inspection, there are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- identify and eliminate the possibility of cross infection within the toilet and nappy changing facilities.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk