

Clever Clogs Day Nurseries Ltd

Inspection report for early years provision

Unique Reference Number	EY347008
Inspection date	29 April 2008
Inspector	Eileen Grimes
Setting Address	New Ferens Park, Belmont Industrial Estate, DURHAM, DH1 1GG
Telephone number	0191 3843610
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Registered person	Clever Clogs Day Nurseries 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 good.

WHAT SORT OF SETTING IS IT?

Clever Cloggs Nursery has been registered since March 2007. It operates from six rooms within a purpose built building. The groups serves children from the local community and surrounding areas. There are currently 112 children on the roll up to nine years of age, of these 30 children receive funding for nursery education. Children attend for a variety of sessions. At the time of inspection there were 43 children present of whom 24 were in receipt of nursery funding.

The nursery supports children with learning difficulties and disabilities (LDD), and children who have English as an additional language.

The nursery is open from 07.30 to 18.00 Monday to Friday. There are 18 members of staff who work with the children, of these 14 members of staff hold a relevant early years qualification to NVQ level two or three, and three of the staff are working towards a qualification.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well planned daily routines. For example, they know that they must wash hands after toileting and before meals to stop germs spreading, and to clean teeth after meals. Very good procedures are in place for nappy changing to sustain high levels of hygiene and prevent cross infection. All staff are aware of the procedures to be followed which are clearly displayed within the appropriate areas detailing the wearing of disposable gloves and aprons. An effective sickness policy and procedure is in place which protects children from the spread of infection. For example, a medical room is available when children are unwell. Appropriate consents and records are in place for the administration of medication and recording accidents.

Children are offered a balanced diet, and menus are displayed on a weekly basis for parents. Meals are served to children in a social setting, encouraging them to develop social skills. Older children are encouraged to serve themselves at lunch time and are able to pour their own drink at snack times. However, this is not extended to meals. All children are able to freely access water throughout the day. Staff monitor and record fluid intakes of younger children.

Children enjoy a wide range of physical activities within both the indoor and outdoor areas, including a range of bikes, balancing tyres and other activities. They develop confidence in their physical skills as they use the equipment, moving and negotiating space well, such as manoeuvring bikes around the space. Children discuss physical activities available and make their preferred choice, which is supported by staff.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a safe, warm and welcoming environment which is exceptionally well organised with well defined areas for play, for both younger and older children. The premises are made welcoming with attractive displays of children's work, giving them ownership of the environment. For example, staff ensure that every child has a piece of work displayed at all times. Equipment within the setting meets the needs of the range of children attending. For example, there is large furniture within the out of school club, with smaller furniture within the areas used by children up to school age. Children enthusiastically select their own toys and equipment from clearly labelled boxes which are stored at children's level. This encourages children to develop their independence. Staff promote children's understanding of their environment through outings within the local community.

All safety issues are addressed and there are excellent procedures in place to ensure children are safeguarded at all times. For example, risk assessments are undertaken on a weekly basis and prior to outings, and staff are effectively deployed to monitor children's safety at all times. Routines develop children's understanding regarding their own safety, such as they understand that they need to tidy equipment from the floor to ensure others do not fall over. Older children are very aware of safety throughout the setting. For example, they talk about ensuring floors are kept clear, and that equipment is stored safely to prevent falls and trips. Within the out of school club children are very alert to the issues of road and pedestrian safety, with these procedures practised on a daily basis.

Children are very well protected from possible abuse or neglect. Staff have attended child protection training and show a good understanding of the procedure to follow should they have any concerns. They are clear about the signs and symptoms to look out for and the records they must keep.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy their time in the group. They are settled, happy and confident because staff are welcoming and give them lots of attention. They benefit from very sound relationships with staff and their peers which increases their sense of trust. They are confident communicators using a variety of methods, both verbally and through body language. Children happily play together throughout the setting, sharing and taking turns, with older children supporting younger children in their play. Staff are implementing the 'Birth to three matters' framework with younger children, and the older children are taking ownership of their own planning. Staff have a very sound understanding of planning for the various age ranges.

The rich stimulating environment provided within the group allows children to experience a wealth of activities and so develop a breadth of skills. Space within areas for younger and older children are very well organised, taking into consideration the needs of all children. Staff make exceptional use of both the indoor and outdoor areas. Children are able to move freely between all areas accessing activities which are appropriate to their needs. Older children help and support younger children. For example, they encourage younger children to put on their own coats and shoes to allow them to play outdoors. Children freely access resources from storage areas which are at the child's level. For example, children freely take water from inside to outside to make mud then explore its properties, and look for mini beasts.

Nursery Education

The quality of teaching and learning is good. Staff who are very sound in their knowledge of the early learning goals ensure that, through detailed planning, children are able to experience a wide range of activities. All areas of learning are covered and set out how children of differing abilities will be challenged.

Staff record children's progress over time. Observations are used to help staff assess what children can do. These are very effectively used to inform planning and ensure children are sufficiently challenged in their learning. Staff ensure that, at all times, the needs of the children are paramount. They quietly, calmly and confidently rearrange activities at the children's request, and at all times take the lead from the children within the group.

Children work very well together, they develop a sound understanding of their peers, form friendships and play confidently in small groups. Children have developed an understanding of other's feeling through talking about what makes people happy and sad and why, relating this to both the group and home. Children show a sense of belonging. Their behaviour is exceptionally good with children developing a sound understanding of right and wrong. Staff within the group are positive role models; they manage behaviour with a positive approach, and deal with any situations as they arise, in a calm and consistent manner. For example, talking about what they cannot do and why, and that it does not make people happy to throw toys around. Then concentrate on what makes people happy.

Within the nursery environment children are skilful communicators. They use a range of methods to communicate with staff and children. Children are confident in their speaking and listening skills; they initiate favourite songs in front of whole groups at circle time and listen to each other. Children develop pre reading skills, they understand that print carries meaning, use books from front to back and reading right to left. Children's interest in books is fostered through the well resourced and organised book corner. This is extended to children making their own books, and children are extremely proud of their achievement. Children are beginning to recognise their own name, and others within the group are beginning to write these with staff support. Children practise their early writing skills in role play situations, such as the doctors surgery. Most children count to 10, for example, as they count the number of elephants in the buckets outside. However, this should be extended to provide more challenges for more able children. Children have a very sound understanding of shapes within the environment.

Children develop a range of investigation skills through the rich environment available. They develop an understanding OF various types of textures and consistencies. For example, children mixed earth to mud and discussed the differences before starting to dig for spiders and worms. Staff fully supported and facilitated this activity offering children additional resources of microscopes. Children have a sound understanding of colour. They investigate with the concept of shades, and colour mixing, through translucent panels of various colours. Staff explain to children how and why these changes take place. Children gain an understanding of art in the wider form. They studied, discussed and painted copies of a Monet picture which are displayed with pride. Technology is available throughout the setting, children use this confidently with and without adult support, changing programmes as they wish.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a very good understanding about the wider world and community through having access to a good range of play resources which show positive images of culture, ethnicity, gender and disability. This is extended by celebrating a range of festivals. For example, Divali and tasting foods from various countries. Staff extend this development of the wider world through welcoming parents and visitors to the group and outings.

The individual needs of all children who attend are met. The setting has effective arrangements to care for children with learning difficulties and disabilities and for supporting children with English as an additional language. Children are fully integrated and supported within the group in line with their inclusion policy. Staff ensure that their individual needs are met with staff liaising with appropriate professionals and parents.

Children behave exceptionally well. They begin to understand right and wrong through consistent boundaries, praise and the age appropriate methods staff use to manage behaviour, including explanation and distraction. For example, talking to a child about the consequences of pushing other children. Staff provide positive role models, through their calm approach. They encourage children to resolve their own differences, which helps them learn to take turns and share. Their clear guidance, for instance, a gentle reminder to share toys and equipment, helps them to begin to accept the needs of others.

Partnership with parents and carers is good. Children benefit from the very good relationships and informal contact between their parents and staff. Some information on a range of subjects including the Foundation Stage curriculum are available for parents. However, these should be

developed to contain sufficient detail. Their effective communication through monthly newsletters, daily chats and detailed notice boards helps staff and parents work together. This enables parents to become involved in their child's learning both at the group and at home. Staff ensure that parents are kept informed at all times and make every effort to keep parents informed through diaries who do not regularly visit the setting. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is outstanding.

The nursery and out of school club are exceptionally well organised. Comprehensive, detailed, robust and effective recruitment and induction procedures are in place which are overseen by the manager and registered person. These ensure that children are cared for by suitable staff who are appropriately vetted and qualified. Commitment to staff training and development, together with support from various agencies, has enabled practitioners to reflect on their practice. This in turn has informed and developed practice throughout the setting. Staff have received training on the 'Birth to three matters framework', Foundation Stage and play work for the out of school club. They are currently attending comprehensive training on the Early years Foundation Stage. This has had a positive impact on practice throughout the setting.

All the required documentation is in place, exceptionally well maintained, organised and stored to ensure confidentiality. Staff and management are supported through the excellent range of comprehensive policies and procedures which are fully implemented within the setting. These are regularly reviewed by all staff .

The quality of leadership and management is outstanding. Management and staff are very aware of their roles and responsibilities, which results in smooth running sessions. The manager continually seeks to improve the quality of the nursery education, through regular evaluation and monitoring of planning, which are discussed with room staff , action plans are drawn up and implemented. This allows areas to be identified for development as well as what is working well. Key staff involved in the delivery of the Foundation Stage have attended appropriate training and plan to attend further training, which has been identified through appraisals. This has led to excellent organisation of resources and planning of the curriculum. There is a strong commitment to on going training and professional development and staff work very well together as a team. As a result, the children make very good progress towards the early learning goals.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- develop opportunities for children to gain independence at meal times.

The quality and standards of the nursery education

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

- develop mathematical opportunities to extend learning for older and more able children
- develop information for parents on the Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk