

Clever Clogs Day Nursery

Inspection report for early years provision

Unique reference number EY305294
Inspection date 20/03/2009
Inspector Marilyn Peacock

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Clever Clogs Day Nursery first opened in 2005 and is one of two nurseries currently owned by the registered providers. The nursery operates from a large grade two listed building in the heart of Brentwood close to the local shops and railway station. There is level access to the nursery and children use a number of rooms on the ground and the first floor. There is a fully enclosed area available for outdoor play. A maximum of 84 children may attend at any one time. The nursery opens each weekday all year round. Opening hours are from 07:00 until 18:00.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 101 children on roll in the early years age range who attend for a variety of sessions. Two children that attend are in the older age group attending out of school care. The setting is able to support children with special educational needs and English as an additional language.

The nursery employ 21 staff, Of these, 17 hold relevant early qualifications. The setting receives support from the local authority and the Pre school Learning Alliance.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The nursery provides a warm, comfortable environment for children. A sound relationship with parents fosters children's self-esteem adequately but information sharing systems between staff and parents are weak. Children are offered an adequate range of activities, however, these are not always planned sufficiently well enough to ensure that each child is fully involved and encouraged to take the next step in their learning. Evaluation of the nursery's practices is in its infancy. Some areas for improvement have been identified to develop the quality of what children receive, but improvements in self evaluation systems is required.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop systems which encourage a two-way flow of information, knowledge and expertise between parents and practitioners include systems for parents to review their children's progress regularly and contribute to their child's learning and development record
- make sure all staff are able to provide personalised learning and support ensuring they respond appropriately to encourage and extend children's curiosity and learning
- use assessments to plan appropriate play and learning experiences based on children's interests and developmental needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- plan and organise systems to ensure that every child receives and enjoyable and challenging learning and development experience that is tailored to meet their individual needs.(Organisation)

27/05/2009

The leadership and management of the early years provision

Suitable risk assessments are in place which cover all aspects of the provision. A video entry system ensures that staff know who is visiting the nursery and can deny access should they have any concerns ensuring children's safety. All the required policies, procedures and records are in place for the safe management of the provision and are kept up to date, consequently, children are suitably safeguarded. Senior staff all have a clear understanding of child protection, detailed records are kept of any existing injuries when children arrive at the nursery and any accidents that may occur while in the nursery's care are recorded and entries signed by parents when they collect their child. Most of the staff team hold paediatric first aid qualifications therefore are able to act in the child's best interests in an emergency. At present self- evaluation is not integrated into management systems, consequently, the management team are not fully aware of the weakness identified at inspection. Some areas for improvement have been identified these include open evenings for parents and additional training for the staff team.

The environment is organised sufficiently well to give children access to a full range of activities and play experiences. A good range of resources are available with some self selection to encourage children to make choices and develop their independence. Staff are suitably deployed and have warm, caring relationships with the children that attend. However, at certain times of the day when staff are engaged in preparation for meals, sleep arrangements or toileting, children are expected to come together for whole group activities such as stories and songs. At these times they often become unsettled and have problems concentrating as activities do not sustain their interest and are not sufficiently matched to their level of understanding.

Adequate settling in procedures are in place parents and carers are encouraged to stay with their child while they become familiar with the nursery accommodation and routines. Therefore children settle quickly and their individual care needs are known to their key person from the start of the care arrangements. Parents of the youngest children receive information sheets when they collect their child, detailing how their child has spent their day. However, parents are not actively encouraged to come into the nursery when they collect their children, making information sharing difficult. Although some information on children learning from home, their likes and dislikes is shared at registration, routine sharing of information on their learning at home is not embedded in the nursery procedures.

The quality and standards of the early years provision

Mostly children are happy and they enjoy good relationships with staff and their peers. Staff are caring and children readily seek out support from their key person helping them to feel settled and secure. Staff supervise the children well and they are learning how to stay safe through the consent messages they receive by staff on the nursery's rules. Behaviour is good, staff give children clear guidance on acceptable behaviour using age/stage appropriate techniques and encouraging children to think about the consequences of their actions. Therefore, children know what is expected of them and are starting to take responsibility for their actions

Mealtimes are social occasions when staff sit with the children chatting about how they have spent their day so far. All meals are freshly prepared in the nursery kitchen, they are suitably balanced with fresh fruit available each day. Children's individual dietary needs are known to staff who make sure they only eat foods which are suitable for them to eat. Older children serve their own vegetables and attempt to cut their own food, however staff sometimes take over and pour children's drinks stifling their self help skills. Children enjoy using the safe, secure outdoor play area at various times throughout the day. Each room takes it in turn to take in the fresh air and enjoy physical play. The children excitedly queue at the door in readiness to walk to the play area seeking out their friends to hold their hands. They are starting to put on their own coats and attempt to help each other by finding the sleeves of each others coats.

Activities are adequately matched to the developmental stage of the children they are intended for. Regular observations are made of children's achievements however they are not used to identify children's next developmental steps or how to help individual children progress. Planning consists of a list of activities which cover most aspects of the early learning goals each day but do not identify learning intentions for the activities and some staff are unclear of the what children are intended to learn from activities consequently learning opportunities are missed.

Staff know children's interests and children are encouraged to learn through play, they make choices from the broad range of activities laid out for them. Generally staff are readily available to support children's choices and introduce new skills. However, newer staff are less confident and often over direct children's play. Not all staff are suitably skilled to take full advantage of the learning opportunities created within every day routines and spontaneous play. The youngest children that attend are supported as they start to develop independence and make choices for themselves. Toys and resources are at their level and staff are on hand to offer support and encouragement as they take their first steps. Children work well independently and are starting to form friendships, they happily role play cartoon characters ensuring that everyone is suitably dressed. There is space to sit and read, children enjoy laying on the settees reading together, turning the pages and retelling familiar stories. Pre-school children's spoken language is developing well they engage in long conversations with the staff and their peers as they play. They take home their phonic books to practise the sounds letters make at home. A suitable range of activities help children to understand and appreciate other

cultures and to develop a positive attitude towards diversity. Children talk about similarities and differences when following themes.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.