



Clever Clogs Day Nursery

Inspection report for early years provision

Unique Reference Number	EY305294
Inspection date	13 January 2006
Inspector	Sandra Daniels
Setting Address	The Old Library, Coptfold Road, Brentwood, Essex, CM14 4BN
Telephone number	01277 220727
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Registered person	Clever Clogs Day Nusery
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 Clogs Day Nursery has been registered since 2005. It operates from a large building in the centre of Brentwood.

A maximum of 84 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year. All children share access to a secure, fully enclosed outdoor play area.

Children come from a wide catchment area. There are currently 61 children on roll. Of these, 21 children receive funding for nursery education. The nursery supports a small number of children with special educational needs and a small number of children who speak English as a second language.

The nursery employs 18 staff to work with the children. There are 12 staff, including the manager, who hold appropriate early years qualifications. There are 4 staff currently working towards a qualification.

Clever Clogs Day Nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where they learn about the importance of good personal hygiene through well-organised routines and activities. Children learn about healthy lifestyles in practical ways during role-play activities. They wash their hands before eating snacks and meals, after messy play and after they have been to the toilet.

Children are protected from the risk of cross infection by the effective and consistent implementation of good hygiene procedures. Practitioners are well informed about children's health care matters and all the necessary documentation regarding written consents, policies and procedures are in place.

Children benefit from a healthy diet. Younger children are offered drinks throughout the day while older children are able to help themselves to water at any time. They have their nutritional needs met as they enjoy a range of healthy meals and snacks of good quality which are freshly prepared and cooked on the premises. Meals and snacks are seen as social times when children sit in small groups with a member of staff. Older children learn about how nutritious foods such as fruit and vegetables help to keep them healthy.

Children enjoy a wide range of physical activities which contribute to their good health. There are daily opportunities for physical play both indoors and outside, which help them to develop control of their bodies. For example, children use the outdoor climbing frame, ride and push wheeled toys and participate in action songs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The provision has effective measures in place to ensure that all risks to children's safety, both indoors and outside, are identified and minimised. For example, access to the premises is restricted and an accurate visitor log is maintained. There are clear, written safety procedures in place which are consistently applied by staff. Risk

assessments are carried out regularly and appropriate action taken as necessary.

Children are able to enjoy safe play experiences in the secure outside area which has been recently re-designed to include safety-surface and an area for growing vegetables. Children learn to keep themselves safe in a warm, welcoming spacious indoor environment where they are able to move around safely and independently. Staff have a good understanding of how to organise and use space effectively and safely. Practitioners are vigilant about children's safety and talk with children about safe practice. For example, children learn why it is not always safe to run indoors. Good adult to child ratios ensure that children are constantly and effectively supervised at all times in the setting.

Children benefit from using toys and equipment which are mostly new and of good quality. Children have free and safe access to the play equipment and resources allowing them to be independent in their selection. A variety of toys are stored in low-level storage boxes, some of which are clearly labelled and others are see-through making their contents easily identifiable for younger children.

Children are protected because practitioners have a good knowledge of child protection issues, recognise their role and responsibilities and know how to implement the group's child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in this supportive and caring environment where positive relationships between children and staff are strong. They are enthusiastic and enjoy their time at the nursery. They take part in a broad range of interesting and worthwhile activities.

Babies receive lots of cuddles from key workers who know them well. They benefit from activities that follow the 'Birth to three matters' framework and are well settled and confident. Staff talk to young children explaining what they are doing which encourages them to link words with actions. Young children are encouraged to communicate well with each other as staff provide them with positive role models. For example, children learn the names of other children and important people in their lives. Babies develop a clear sense of belonging and security. Their individual needs are responded to because staff continue their care routines as agreed with parents.

Toddlers enjoy activities where they can use a range of stimulating materials to encourage them to match, sort and categorise things. They have opportunities for independent exploration, for example, young children playing with the sand are delighted to form different shapes. Staff are competent in encouraging language development in young children. They listen carefully to children and respond appropriately.

Nursery Education.

The quality of teaching and learning is good.

Children are progressing well, supported by practitioners who have a good understanding of the Foundation Stage. Practitioners recognise important factors about how children learn. For example, they provide activities which encourage children to participate in real-life experiences. Plans cover all six areas of learning and activities are planned with intended learning outcomes. Assessments are in place for funded children but are not yet effectively used to inform the planning and help children to progress.

Practitioners provide a range of interesting activities to meet the needs of all children, including the more able child and the less able child. They have independent access to resources to support their learning and staff have created an effective, comfortable learning environment. Children begin to appreciate the value of friendship as they share experiences with their peers.

Children become very involved in their play. They respond to what they see, smell and touch as they explore water, dough, sand and paints. Children are very confident communicators, initiating conversations with adults and speaking to each other. They talk excitedly about things that are important to them, for example, what they have done at the weekend. Children enjoy singing favourite songs and joining in with appropriate actions. Some children are adept at using early writing skills as they are encouraged to write their name on paintings and drawings. More able children are beginning to write recognisable letters of their names independently. Children develop an understanding of sounds and letters as they sound out the initial letter of words. They demonstrate increasing interest in numbers, counting and calculation as they look at various bugs and count the number of legs, recognising which ones have more or less legs than others.

Children explore changes as they participate in making dough. They observe and discuss how the dough becomes sticky when water is added. Children are able to be creative, for example, choosing the colour of their piece of dough and whether or not to add glitter. Children have opportunities to build and construct using blocks and a railway. They use and develop their imagination in the role play area to re-enact familiar scenarios and are provided with good resources to extend their play.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the setting which helps them to feel happy and secure. Children have opportunities to recognise similarities and differences and staff have a good awareness of equality issues. Some books, musical instruments and dressing-up clothes are available, however, there are insufficient resources to fully develop children's knowledge and understanding of the wider community and different cultures.

Children's behaviour is good. With the support of staff, children are encouraged to negotiate and resolve their own conflicts where possible. They are able to share and take turns and show concern for others. Children play happily together in all areas of the nursery, interacting confidently with adults and with each other. Children are independent, confident and have high self-esteem as staff consistently value and

praise their achievements.

Babies have their own individual routines, such as times for resting, and parents are able to share information about their children in daily diaries.

The partnership with parents of children who receive nursery education is good. Staff establish effective, professional relationships with parents who are kept informed of the curriculum provided for their children. Regular feedback is given to all parents on their child's progress in the Foundation Stage. Parents have opportunities to contribute to assessments and staff help them to become aware of how children learn and develop through play. Children benefit from this sharing of information that enhances their learning. The provision fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Effective systems are in place to ensure that staff working with children are safe to do so and consistent records of staff deployment are kept to promote children's well-being. The nursery is developing a stable staff team who are working together with enthusiasm to create and maintain a caring and educational environment for all children.

Systems are in place for effective recruitment, induction and staff training and appraisal. Policies and procedures are in place but are not specific to the service currently provided. All necessary documentation is in place to ensure children's safety and security in the nursery.

The leadership and management of nursery education is good. The setting is managed for the benefit of the children. Children are safe, feel good about themselves and are making good progress towards the early learning goals. The manager is very committed to improvement and has an action plan in place to address specific areas, such as the reviewing of all policies and procedures and increasing training and development opportunities for staff. Staff practice is monitored effectively and is consistent throughout the provision. Staff understand their roles and responsibilities in developing children's learning and the professional development of staff is managed so that teaching and learning can be improved.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. 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):

- continue to review and develop policies and procedures and ensure all required systems are in place to ensure the safe management of the provision
- extend children's knowledge and understanding of the wider community and other cultures.

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):

- ensure that assessments of children inform the planning process.

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