

Clever Clogs Day Nurseries Ltd

Inspection report for early years provision

Unique reference number

EY347008

Inspection date

15/03/2011

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

Clever Clogs Nursery is owned by a private company and was registered in 2007. It operates from six rooms within a purpose built building near to the centre of Durham City. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday 51 weeks of the year. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 122 children may attend the nursery at any one time. There are currently 138 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 41 members of childcare staff. Of these, all hold appropriate early years qualifications at Level 2 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An excellent knowledge and understanding of each child's needs ensures that staff are very successful in promoting children's welfare and learning. Children are safe and secure, enjoy their time in the nursery and learn about the world around them in practical ways, with sensitive support from staff. There are strong and highly respectful partnerships with parents and carers. The groups ensures that the needs of all children are met, providing any additional support needs. As a result, children are progressing exceptionally well. There is a very strong drive towards further improvement and the process of evaluating the quality of the provision which has a highly positive impact on the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop self-evaluation to incorporate the views and aspirations of all staff.

The effectiveness of leadership and management of the early years provision

Children's welfare and well-being are exceptionally well-promoted as the setting has robust procedures in place for safeguarding children. All staff have an

extremely sound knowledge of child protection issues and regularly attend training to keep updated and informed of Local Safeguarding Children Board procedures. Robust procedures are in place for recruitment and induction of staff. Regular staff appraisals are carried out by the manager to assess ongoing skills and identify training needs. Once staff have attended training, the impact on the setting is evaluated. Detailed risk assessments are conducted both on and off the premises, identifying potential hazards and minimising risks to children. There is a comprehensive range of policies and procedures in place to support the work of the group.

The environment, both indoors and outside, is organised flexibly and creatively. Children can choose to access areas and resources offering different activities to extend their play and develop their independence. Children are cared for by qualified and experienced staff who are well-deployed so that they receive excellent adult support at all times. The manager and her team of well-qualified and experienced staff demonstrate an enthusiasm for the work, with a clear commitment to promoting outcomes for children. The process for evaluating the quality of the provision and its impact on children's progress is extremely effective. This is an ongoing document and is reviewed and updated, with some staff, parents and children contributing to the assessment. This document clearly demonstrates how the nursery has addressed recommendations raised at the last inspection and reflects the nursery's vision for the future.

Staff have developed exceptionally good relationships with parents based on a mutual respect and understanding. This ensures that effective exchanges of information take place for every child in order to meet specific needs and comply with parents' wishes. They are exceptionally well-informed of their children's progress and activities through the simple but informative daily diaries, newsletters, parents evenings and frequent discussions with key workers. Parents speak confidently about their high satisfaction and cite the experienced and confident staff group as being a major factor in this process. Arrangements for children with special education needs and/or disabilities are very well established. The setting is highly inclusive, with ramps outside and a lift indoors so that every child can access all parts of the provision. Staff work very closely with parents and other professionals and agencies involved in individual children's progress. Staff are beginning to establish partnerships with other providers involved in the delivery of the Early Years Foundation Stage. They have liaised with each group to establish a method of communication and, although, they make every effort, other providers are reluctant to share this information.

The quality and standards of the early years provision and outcomes for children

Children are very happy, confident and enthusiastic to learn in the welcoming, bright environment. They have fun as they eagerly choose activities and learn to make their own decisions. The development of children's independence and promotion of active learning are key strengths throughout the nursery. Resources are thoughtfully stored for children and small steps in learning are encouraged in self-help skills, such as, dressing and toileting. For example, children access their

own painting aprons and put on own coats for outside play. Areas of continuous provision, in the indoor and outdoor environment, provide a stimulating range of inviting opportunities for children across the age range. Babies eagerly investigate sand within the beach area. They explore and experiment as water is added and feel the different textures on their feet. They develop a sense of identity and belonging in the very supportive environment. Children are offered exciting challenges to extend their experiences with time to explore, practise and apply their learning. Staff support children sensitively and provide explanations to make children think, as they work alongside them and extend learning. This helps children to acquire new skills and confidence to try new experiences. The development of children's language and communication skills are given a high priority. Toddlers confidently use gestures, facial expressions and sounds to make themselves understood and name objects. Children join in lively action songs and share stories. Children develop an enthusiasm for reading, they enjoy time sitting with staff listening to stories, with older children able to re-tell stories and understand that print carries meaning. This is supported by the excellent use of print around the nursery.

Children's individual starting points are informally discussed by parents and the keyworker during the settling in period. Detailed care plans are established to form a shared baseline for children's learning. There is an exceptionally robust system in place for tracking children to ensure they are making sound progress through the early learning goals. Each key worker takes responsibility for assessing and planning for their key children. This ensures continuity that children's preferences and interests are identified to inform future planning and identifies the next steps in learning for each child. Children's individual progress towards the early learning goals is recorded in their learning journey, with observations, photographs and art examples. These are regularly shared with parents. An excellent balance of adult-led and child-initiated opportunities are provided. Focus activities are recorded and evaluated to inform future practice. Planning is also based on topics, some of which are linked to home. Children are encouraged to make connections between home and nursery. For example, children have treasure boxes displayed on the wall with favourite items and photos with detailed descriptions about these written by the children.

Changes in the seasons and different cultural festivals are celebrated throughout the year. Resource boxes and changing role play areas develop children's awareness and respect for similarities and differences in people's lives as they learn about the wider world. They recognise birds, find mini beasts and help to grow plants and vegetables in the garden and link with the nearby allotments. A healthy lifestyle is strongly promoted. The flow of activities between the indoor and outdoor environments ensures that children benefit from regular exercise and fresh air throughout the year. Staff plan exceptionally well for outdoor play. The excellent use of space and resources ensures that children's learning is extended within this area. Good hygiene practices are actively promoted and children learn why they need to wash their hands, drink fluids regularly and clean their own teeth after each meal. For example, staff use glitter mixed with water to illustrate germs and then wash hands to get these off. Demonstrating to children in a fun activity the importance of thoroughly washing hands. Children talk about this activity as they wash hands for lunch. Food for babies and children consist of well-balanced,

options which are cooked on the premises each day. The cook is actively involved in the nursery and often shares her menus with parents. Meals are served to children in a social bistro style environment. Staff use this time to develop independence, for example, children serve themselves and use knives and forks. Younger children rest or sleep comfortably and babies sleep in cots as they follow their home routines.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Staff use the bear activity to explore different feelings and explore how people feel. Children are encouraged to develop skills for their future well-being as they learn to solve problems together and understand technology. Older children confidently activate programmes on a computer. Children are exceptionally well-behaved as they happily share, take turns and play together cooperatively.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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