

Clever Clogs Day Nursery Ltd

Inspection report for early years provision

Unique reference number

EY420311

Inspection date

05/07/2011

Inspector

June Rice

Setting address

186 Sandringham Road, Doncaster, South Yorkshire, DN2
5JE

Telephone number

01302 215 243

Email

sbelfitt1@talktalk.net

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Clever Clogs Day Nursery Limited was registered in 2011. It is privately owned and operates from a converted commercial building situated in Doncaster, South Yorkshire. There is access to an outdoor play area.

The nursery is open each weekday from 7.30am to 7pm all year round except for bank holidays. The nursery is registered to care for a maximum of 60 children under eight years, of which no more than 24 may be under two years. This provision is also registered on the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are 75 children on roll, of which 58 are in the early years age group and of these 21 are in receipt of funding.

There are 10 permanent staff members including the manager, of which five are qualified to a level 3 and three are qualified to a level 2. The setting currently supports children who have English as an additional language and provides funded early education for two, three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider has successfully evaluated her provision and continues to strive to achieve and maintain improvement in the care and education she provides. All required documentation is in place. However, some are extremely lengthy, while others do not contain sufficient detail. The provider has systems in place to encourage partnerships with parents and others. Space is used effectively and promotes children's growing independence. However, systems for observation, assessment and planning are not robust enough.

What steps need to be taken to improve provision further?

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

- develop further children's understanding of why good health and hygiene practice is important
- develop further the planning and assessment arrangements to identify learning priorities for each child and then plan relevant and motivating learning experiences
- develop further the use of risk assessments for indoor and outdoor environments and outings and ensure they contain sufficient information
- review and update policies and procedures.

The effectiveness of leadership and management of the early years provision

The provision works in partnership with parents and others to safeguard children. Staff demonstrate a satisfactory understanding of child protection and the procedures to follow. Visitors sign in and out, the setting is secure and protected by closed circuit television to ensure children's safety. Written policies and procedures are in place and include procedures to be followed in the event of lost, uncollected children and safeguarding. However, these are not user friendly as they tend to be very lengthy. Risk assessments are in place, signed and dated. However, they do not hold sufficient detail. For example, the level of risk is not identified or the action taken to help reduce or eliminate the risk. Staff and resources are generally well deployed throughout the setting to ensure children's safety and well-being.

Inclusive practice is promoted satisfactorily. For example, children move around freely in an environment that enables them to independently select resources and activities in safety, both inside and outside. However, there are limited resources and activities that introduce children to diversity and little to help children with English as an additional language to make connections with their home language whilst learning to use English within the setting. Clear systems are in place to ensure that sufficient information is obtained from parents and links have been developed with other professionals to ensure children's individual needs continue to be met. For example, they work in partnership with the local children's centre and systems are in place to ensure staff are involved with children's transition to school. The systems for observation, assessment and planning have recently been reviewed but as yet are not robust enough. For example, observations are linked to the six areas of learning but few identify children's next steps. Therefore, the impact on children's learning is not yet clear.

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

Good health and well-being is promoted effectively. For example, parents are provided with information about the procedures to follow in regard to illness, infection and the administration of medication. Accidents and existing injuries are clearly recorded. Children are learning to adopt healthy lifestyles. For example, they enjoy daily fresh air and activities that promotes their physical well-being and follow good hygiene practices. They wash their hands after using the toilet and before mealtimes and wear aprons to protect themselves during messy activities. They brush their teeth after meals and apply their own sun cream. However, their understanding of the need for good hygiene practices is not as well promoted. For example, when asked why they are washing their hands they are unsure and there is no discussion about why they are brushing their teeth. Children benefit from meals freshly prepared and cooked onsite, and menu's are presently under review to ensure they are nutritious as they can be. Fresh fruit and regular drinks of water encourage children to adopt a good attitude towards healthy eating. Children

behave in ways that are safe for themselves and others and are learning to develop an understanding of dangers and how to stay safe. For example, they practise an emergency evacuation and before going on outings talk about keeping safe near roads and not talking to strangers.

Children are well behaved, friendly and sociable. They are learning to co-operate and share with others. They benefit from a good balance of adult and child led activities that promote their independent learning and ensure that they get the support and guidance they need. Adult intervention is appropriate as staff listen carefully to children and demonstrate suitable questioning techniques to help children think about what they are doing. Children are helped to develop skills in communicating, problem solving and numeracy. They show lots of interest in mark making and this is suitably encouraged as staff gently prompt them to write their names on their pieces of work. They listen to stories, look closely at the illustrations and talk about what they can see. Children enjoy the freedom of outside play, they ride bikes confidently in large circles, backwards and forwards. A child stands on the back of the bike but quickly realises they are too heavy for their friend to peddle and gets off saying 'too heavy.' Children use paint brushes and water to paint the walls. Children's physical skills are encouraged as they use a large ball pool. They confidently climb up steps and go down the slide. Children take an interest in technology, look for the letters of their names on the keyboard and carefully press the keys saying the letters out loud. They join construction pieces together and differentiate between big and small towers. They puzzle over how to make the towers stand firm and ask for help. Children are encouraged to name colours and count during role play as they hand out drinks. Children make dough, use measuring cups and enjoy watching the colour change as they add food colouring. They later experiment with the dough using tools to cut and roll and their hands to explore the texture.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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
--	-----