

Cleverkidz

Inspection report for early years provision

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Inspector

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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 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).

Description of the setting

Cleverkidz Nursery opened in May 2004 and is one of two nurseries run by Cleverkidz Limited. It operates from purpose-built premises next to Tithe Farm Lower School in Houghton Regis, Bedfordshire. A slope to the main entrance means that the premises are accessible. Children have access to the fully enclosed outdoor play areas.

The setting does not currently receive funding for early education. It is open each weekday throughout the year and sessions are from 07:00 to 18:00. The setting is registered on the Early Years Register to provide 79 places and there are currently 35 children attending who are within this age group. Most of the children live locally or travel from surrounding areas. A small number of children attend other settings such as other local nurseries.

There are 10 staff members, all of whom hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall, the setting makes good provision for children in the Early Years Foundation Stage. The practical procedures for assessing children and feeding this information into activity planning are particular strengths. These ensure that children's needs are met, they are consistently offered appropriate opportunities and can make good progress in all areas. Staff offer children sensitive support so that they are always included and can participate meaningfully. The setting demonstrates a positive attitude to evaluating its practice and a very good capacity to maintain continuous improvement, thus ensuring that children are offered positive daily experiences.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to solve problems and write or make marks as part of their daily play
- provide further opportunities for children to access outdoor play.

The leadership and management of the early years provision

The comprehensive procedures for self-evaluation and the ability to prioritise work and formulate realistic action plans mean that the setting demonstrates good potential for continuing to improve the outcomes for children. Managers have a clear vision for the future, fully involving staff and parents in developing improvements. There is a very positive attitude to feedback and a genuine commitment to addressing all weaknesses and further improving children's care, as evidenced by the progression made since the last inspection. All actions have been

positively addressed and recent improvements include the introduction of new procedures to promote children's safety and ensure that their individual needs are met. There are clear plans for the continuing improvement of the whole setting to offer children further opportunities. However, children's development is not fully promoted because the opportunities for outdoor play are not consistently optimised.

The setting works well with parents and carers, promoting the thorough exchange of information. For example, staff obtain information about children's preferences and daily routines, using this to inform daily care and planning. Parents are kept well informed of their children's progress and activities, for example, through informative displays, progress reports, newsletters and sheets providing ideas to extend children's activities and learning at home.

Children's daily experiences are positive because managers support staff well, consistently providing clear guidance and encouragement to attend further training. The diligent implementation of policies supports the efficient running of the setting, thereby ensuring that children are offered a safe environment in which to play and learn. Daily, weekly and monthly safety checks are carried out and the risk assessments are regularly reviewed. Children are encouraged to understand safety issues such as the reasons for not running between the play areas. Thorough procedures for safeguarding children ensure that their welfare is promoted and they are protected at all times.

The quality and standards of the early years provision

Children are offered a stimulating range of activities and opportunities that enable them to make good progress across all areas of learning and development. Staff react quickly to children's interests and individual developmental needs because the daily planning is flexible and is directly influenced by the thorough observations and assessments of children. Information is obtained from parents about children's preferences, abilities and routines and is used to inform their care and the activity planning.

Children's emotional development is promoted, they are happy and have secure relationships with staff. For example, babies and young children respond happily as staff sing and talk with them. This secure environment continues throughout the setting, with children confidently discussing their ideas and independently choosing resources and activities. Staff support children well and generally encourage them to think critically. However, their development is not fully promoted as they are not consistently encouraged to solve problems or write as part of their daily play.

Children's learning and creativity are developed because staff play alongside them and offer gentle support and encouragement. For example, children and a staff member work together to arrange the chairs to make a train; other children join in and eagerly discuss where the train might be going, elaborating on this discussion to create a scenario about visiting the jungle, and including other resources such as toy animals.

The thoughtful planning of the environment means that it is rich in signs, words, pictures, mobiles and displays, with attractive, easily accessible resources. Children are therefore able to explore and make choices about their play. This is further enhanced because staff thoughtfully put together their own resources to further promote children's individual enjoyment and development. For example, young babies laugh and kick their legs in excitement as they explore the heuristic play basket, smiling and gurgling as they bang spoons on a metal saucepan and feel the texture of sponges and a soft brush.

Children are encouraged to explore their environment and note changes. For example, they grow cress, noting the conditions required and the amount of growth each day and put out bird feeders to encourage birds into the garden. Their development and understanding are further promoted because staff make good use of learning opportunities. For example, children jumping from one mat to another are encouraged to name the colours and shapes of the mats as they jump.

Children are gaining a good understanding of the importance of healthy lifestyles. For example, they can explain why they wash their hands before eating, singing relevant songs and rhymes to reinforce their understanding of this area. They are offered healthy options at snack and meal times, often helping to prepare the food and trying new foods each week.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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