

# Clever Tots

Inspection report for early years provision

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**Unique reference number** EY346623  
**Inspection date** 30/08/2011  
**Inspector** Jenny Howell

**Setting address** Clever Tots, Holy Tree Infant School, Crescent  
Road/Junction Road, BRENTWOOD, Essex, CM14 5RY  
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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*.

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## **Description of the setting**

Clever Tots is one of four nurseries operated by Clever Clogs Nursery Limited. It opened in 2007, operating from six rooms within a converted school house in Brentwood, Essex. There is level access to the premises and all children are able to use a secure, enclosed outdoor play area. The nursery is open each weekday from 7am to 7pm all year round.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 85 children may attend at any one time. There are currently 151 children on roll. The nursery is in receipt of funding for the provision of free early years education for children aged three and four years. The nursery has also been accredited to receive government funding for eligible two-year-olds. It supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language.

The nursery employs 24 staff. Of these, 19 hold recognised qualifications in early years and a further four are working towards achieving qualifications. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the nursery is effective in meeting the needs of individual children. All children make good progress in their learning and enjoy their time at the nursery. Very effective arrangements are in place in order to safeguard children. Good relationships with parents ensure that they are fully involved in their children's learning and development. A thorough system of self-evaluation is in place in order to identify strengths and weaknesses and bring about improvements.

## **What steps need to be taken to improve provision further?**

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

- develop further the links between planning and assessment in order to plan for and monitor children's ongoing progress
- organise daily routines to further promote active learning, including more opportunities for children to make their own choices.

## **The effectiveness of leadership and management of the early years provision**

All the required policies and procedures are in place to support the smooth running of the nursery. These are detailed and thorough, covering all aspects of the provision. Daily routines, such as risk assessments and the sterilisation of babies' equipment, help to promote children's health and safety. Staff have a very good

understanding of safeguarding procedures and this is supported by regular training and relevant documentation.

Staff are experienced and enthusiastic. Their professional development is fully supported by the management team. Most staff hold relevant qualifications and many are currently working towards gaining or improving their qualifications. All staff have undergone checks through the Criminal Records Bureau and references are taken up as part of the recruitment procedure. Health declarations and suitability checks are refreshed as part of the ongoing programme of staff appraisals. This supports the manager in ensuring that all staff working with children remain suitable to do so. Several members of staff have been trained in paediatric first aid.

A good system of self-evaluation is in place and this has been developed in consultation with all staff. They have been able to identify what the nursery does well and have also identified areas for development. Staff have made good progress in addressing the issues raised at the last inspection. This has brought about improvements to staff's understanding of safeguarding procedures and to opportunities for children to develop independence.

Effective relationships with other professionals help staff to meet the needs of individual children, particularly those with special educational needs and/or disabilities. As a result of this, all children can be cared for in a fully inclusive environment. Staff are also developing links with local schools in order to help children make a confident transition into full-time education.

Good links are in place with parents. Staff are available to talk to on a daily basis and send home diary sheets for younger children. Parents are becoming more involved in what their children learn at the nursery. The newly-introduced learning journals are sent home every six weeks, with input sought from parents. Regular newsletters help to keep parents informed, and relevant information is on display in the hallway. Parents comment that they are very happy with the nursery. They feel that their children have settled in quickly and that staff are very friendly and approachable.

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

Staff are effective in supporting learning and development. They plan the learning environment, including the outdoor area, to provide a good range of age-appropriate activities. Children are able to access most resources independently and staff support them in following their own interests and ideas. Overall daily routines ensure that children's needs are met. However, the organisation of some daily routines activities means that, at times, children's choice is restricted.

Careful observations of what children can do are linked to the Early Years Foundation Stage curriculum guidance, allowing staff to track children's progress. Staff are starting to use this information to inform planning for individual children; however, this system has not yet been fully implemented. Plans cover all areas of

learning and provide children with a variety of stimulating learning opportunities.

Children enjoy learning and make good progress towards the early learning goals. They are able to access activities which engage them across all areas of learning, both indoors and outdoors. These are delivered both as part of the continuous provision, as well as through planned, adult-led activities. Children's enjoyment of learning is enhanced through visitors to the nursery, such as the police. Knowledge and understanding of the world is developed as children help to grow plants in the garden, while young children explore the textures of different materials, such as shaving foam. Children express their creativity through a range of craft activities, such as collage or printing, as well as having free access to musical instruments.

Children develop good communication skills. They are encouraged to ask and answer questions and to talk about important events in their lives. Posters and labels all around the pre-school help children to understand that print carries meaning, and they have free access to books. Counting and number recognition is an integral part of the day. Children are supported in making sense of the world around them as they explore a range of role play themes, such as the doctor, travel agent and vet. New computers have been purchased in order to allow older children to develop their information and communication technology skills, while young children are able to access cause and effect toys, helping them to develop simple control skills.

Children are developing good personal hygiene routines with support from staff. They understand the reasons for washing their hands and are beginning to learn to do this independently. All children access large play equipment on a daily basis and also enjoy weekly activities, such as yoga, to enhance their opportunities for exercise. Children enjoy a wide variety of healthy snacks and meals and have free access to fresh drinking water. Topics and displays on healthy eating help children to learn about the benefits of different types of food.

Children behave very well and know what is expected of them. They follow the safety rules which are in place, such as walking indoors, and respond well to instructions and reminders from staff. Children learn to use large play equipment safely. They talk about how to keep themselves safe, including stranger danger. They enjoy playing with others and are developing an understanding of how to share and take turns. Children demonstrate that they feel safe at the nursery as they play confidently and enjoy cuddling up with staff for reassurance.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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