

Clever Clogs Nursery

Inspection report for early years provision

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Inspection date

14/03/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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 privately owned. It opened in 2007 and operates from two rooms in a community building, situated in the town of Downham Market, Norfolk. It has use of the main hall and two smaller rooms. There are kitchen and toilet facilities available. All children share access to an enclosed, outdoor play area.

The nursery is registered on the Early Years Register to care for no more than 26 children at any one time. It is also registered on both the compulsory and voluntary parts of the Childcare Register. The nursery is from Monday to Friday during school term times. It is open from 7.30am until 3pm every day with the exception of Wednesdays when it is open from 7.30am to 11.30am. There are currently 44 children on role, between the ages of two- to eight-year-olds. The nursery supports children with learning difficulties and/or disabilities and also children who speak English as an additional language. The nursery employs five members of staff. All hold appropriate early years qualifications to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Inclusion is promoted very well within the nursery to ensure that the individual needs of all children are met and they are able to progress in their learning and development to the best of their ability. Staff build positive relationships with parents and others who provide care and learning for children. All necessary documentation is maintained although security of records is not robust to guarantee confidentiality. Children's health is promoted well and most safety requirements are met. Methods to identify the nursery's strengths and areas for development are effective in order to plan for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the arrangements to maintain a record of risk assessment of everything with which a child may come into contact, clearly stating when it was carried out, by whom, date of review and any action taken following an incident (Documentation). 16/04/2012

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

- improve the storage of confidential information to ensure that it is only accessible to those who have a right or professional need to see them.

The effectiveness of leadership and management of the early years provision

Systems to safeguard children are implemented well as staff have an up-to-date knowledge and understanding of safeguarding issues. They have a good awareness of the signs and symptoms of abuse and know how to report concerns. All staff undergo an enhanced CRB check and a record is maintained on site. The ongoing suitability of staff is monitored through an appraisal system. Formal risk assessments, that include, everything with which a child may come into contact, are not maintained and this is a breach of the welfare requirement for documentation. However, staff are aware of hazards within the building and the garden and a daily checklist is maintained to ensure that risks to children are identified and minimised.

Equality and inclusion is at the heart of everything staff do with the children, ensuring that children are able to take part in activities that are appropriate to their age and level of understanding. Concerns about children's development are managed sensitively and the nursery has established effective partnerships with outside agencies to meet special educational needs and/or disabilities. There is a clear, key worker system in place that ensures each child has a named adult to take responsibility for their day to day care, well-being and learning. Information is shared verbally with parents and also through other media such as regular newsletters, noticeboard and website. Parents state that they find all staff very approachable and friendly and are confident that staff are meeting the needs of their children well. Parents are actively encouraged to be involved in their children's learning and share what they know about their children. All necessary documentation relating to children and staff is maintained, although the security of some personal information is not robust to ensure that it is only accessible to those who have a right or need to see it.

Morale amongst staff is high because leaders and managers communicate effectively and purposefully with them. A wide range of methods are used to evaluate the nursery and the views of all stakeholders are sought, including staff, parents, children and other professionals. The resulting action plan sets targets that are realistic but challenging in order to promote better outcomes for children.

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

Staff gather useful information from parents when children first attend the nursery to establish children's starting points and identify their likes and dislikes. Through this, and careful observation and assessment of children, staff are able to plan and provide activities that are fun, stimulating and take in to account children's interests and stage of development. A balance of adult-led and child-initiated activities is promoted well. Each child has a 'scrap book' that is used effectively to record observations and assessments, identify the next steps in children's learning, and record their development to ensure that their progress is balanced across the six areas of learning.

Children show concern for each other and learn to respect the customs and beliefs of our multi-cultural society through the worthwhile range of positive resources available to them. Staff treat children with genuine warmth and positive regard. Children feel safe in the nursery and have excellent relationships with staff and each other. Children play exceptionally well together, such as, in the role play area, working together to decide which 'foods to cook'. They are motivated to learn by staff who are enthusiastic and are actively engaged in children's play. All staff know the children exceptionally well and adapt activities, both adult-led and child-initiated, to enable them to participate at their own level. For example, when making clocks, as part of a topic about timelines, older and more able children are encouraged to find and select the sequential numbers for themselves, whilst staff help younger and less able children to identify and match numbers to the ones on the sample clock that has been provided for reference. Children enjoy looking at books with adults and snuggle in confidently to listen to stories in small groups. They confidently join in with repeated refrains and actions and are encouraged to make connections between stories and their home lives. Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future to contribute to their economic well-being.

Space within the playrooms is used effectively, with a lovely range of toys, resources and activities provided. Although this is a 'pack-away' nursery, staff are careful to ensure that children are able to self-select, use and return activities to the mobile storage trolleys that have clear drawers, as well as, written labels so that children know what is inside them. Active physical play is encouraged and children usually have freeflow of movement between indoor and outdoor spaces. On Wednesdays, when the nursery has to use a smaller room at the back of the Community Centre, staff timetable outdoor play so that children still have opportunities to be outdoors and be active. A healthy and varied range of foods are offered at snack time along with the option of milk or water. Children help themselves to a drink at other times from the jug of fresh drinking water that is kept readily available. They understand the importance of good personal hygiene, for example, when they have a runny nose they make comments, such as, 'a tissue will soon sort that out'. Children readily wash their hands before eating, further promoting a healthy lifestyle.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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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