

Cleverclogs

Inspection report for early years provision

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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*.

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Description of the setting

Cleverclogs is one of two nurseries in Norwich owned by the same proprietor. It was originally registered in 2001 and re-opened in 2011 when the new company was formed. It operates from a single storey building in Cringleford, close to the city centre of Norwich. Children use three designated playrooms and have access to a large enclosed garden for outdoor activities.

Cleverclogs nursery opens Monday to Friday between the hours of 7.45am and 6.00pm all year round. Children are able to attend for a variety of sessions. A maximum of 39 children may attend the nursery at any one time, and there are currently 92 children on roll, all of whom are within the Early Years Foundation Stage. The nursery provides funded early education for 40 children at present and supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is registered on the Early Years Register.

A team of 12 childcare staff and two domestic staff are employed. Of these, seven childcare staff hold appropriate early years qualifications at level 3 and above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and are very well cared for within the Early Years Foundation Stage. The needs of all children are met through staff recognising and valuing their uniqueness. Effective partnerships with parents and other practitioners have been established. Comprehensive monitoring systems have not been fully introduced, but planning for improvement and self-evaluation is effective in highlighting areas for development, which will bring about improvements and benefit children's learning and development.

What steps need to be taken to improve provision further?

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

- ensure information available to parents with regards to children's learning and development records is up-to-date and provide different opportunities for parents to contribute to these, to provide continuity in children's learning
- improve monitoring systems and provide time and space for knowledge sharing to ensure a consistently high standard throughout the nursery.

The effectiveness of leadership and management of the early years provision

Children are cared for and taught by staff who are suitably qualified and experienced. All staff have a clear understanding of procedures in order to protect children from abuse, and are able to safeguard children well. Comprehensive policies and procedures are in place and aid the safe and efficient management of the nursery. Robust risk assessments and regular cleaning of toys ensure hazards are minimised and children are kept safe. There are many varied play resources which are in good condition and these are organised attractively to entice children to play. Children are able to choose toys for themselves from the carefully labelled boxes and are encouraged to return them when they are finished, developing respect for the equipment and their play environment.

Children with special educational needs and/or disabilities are well supported as staff are clear about processes for early intervention, working with other agencies and closely monitoring children with individual education plans. The nursery values each child highly and encourages them to understand similarities and differences so that they might also value individuality. Children enjoy hearing other languages spoken in the group and are curious about what is being said, whilst children from different cultural backgrounds have shared experiences at celebration times. The nursery fosters inclusive practice in the setting and as a result children develop an understanding of the wider world around them.

The partnership with parents is well established. Parents report that they receive good information about the setting on joining and are effectively supported in settling their children. Daily information is exchanged both verbally and through the day sheets, so that parents know how and what their children have been doing. Parents have daily access to children's assessment records and they clearly enjoy looking at these. However, many assessment records have not been updated since April 2012, and as a result parents are not seeing a current report of children's progress. Additionally, parents do not always contribute their ideas and observations from home. As a result staff are not always able to plan activities based on what children have enjoyed with their parents, to provide more continuity in their learning. Communication diaries have been set up so that staff can liaise with other settings attended by the children, to provide a more coherent approach to their learning between settings.

The use of self-evaluation is well-established in the setting and the management team have sought the views of staff, parents and children in the process. As a result, positive changes are being made in the nursery to enhance children's learning and play and to promote their health and welfare. For example, the nursery garden is being developed to provide babies with a safe haven outside. Additionally, through creating a more natural environment in the garden, children can learn through the 'forest school' philosophy. Although monitoring takes place, this is not yet robust enough to ensure the management team are fully aware of inconsistencies in nursery practice.

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

Children are happy and settle quickly with staff who are kind and reassuring. Children's progress is good because the staff know them well. Children explain that they are making umbrellas because they were talking about the rain and listening to the rain on the roof last week. This demonstrates that staff have listened to children and planned activities to extend their interest. Staff make regular observations and use this information to inform planning, which offers children fun, variety and challenge.

Children take part in a wide range of activities to promote learning and help them acquire the skills to support future learning. Babies respond to cuddles from their key person and enjoy snuggling in, providing them with reassurance and security. Older children begin to show some care and concern for others, whilst pre-school children have developed a good understanding of the need to share and play together co-operatively. All children enjoy looking at a range of age-appropriate books. Babies communicate well with staff using their own language skills and the adults respond with interest, using facial gestures and body language to reinforce the spoken word. Pre-school children use language eloquently to describe what they are doing and are able to follow instructions, by listening carefully and repeating a message. Babies problem solving skills are already developing as they manage a range of stacking blocks and shape sorters, whilst toddlers enjoy matching games. Pre-school children are observed fully engrossed in an activity developed by themselves, as they blow leaves across some shallow standing water in the sand tray lid. They learn that if they blow hard the leaf will travel fast, and by selecting a different shape and size of leaf, the result is different. They have great fun and are supported excellently by staff who understand how young children learn best. Toddlers enjoy water play with bubbles and sea creatures, whilst the babies explore the texture of glue and glitter at the craft table. All children's physical development is well promoted. Babies crawl through tunnels, pull themselves up onto the see-saw unaided and are able to practise walking with adults support. Toddlers learn to pedal bicycles and about space as they race around the patio, whilst pre-school children demonstrate excellent skills in bat and ball games, with hoola-hoops and balancing along beams.

Children's understanding of personal safety is developing very quickly as staff remind them consistently about risks they are taking in their play. They learn about good hygiene habits from an early age, for example, they sing a song about washing away the germs and older children are observed washing their hands using soap and water without reminder. Children eat heartily at the nursery, because food is prepared from fresh wholesome ingredients. Staff help children to understand the importance of a healthy diet and through cooking activities or gardening, are able to learn a bit more about where food comes from.

Children behave very well because staff have taught them, through positive strategies, the difference between right and wrong. This enables children to understand their rights and negotiate, for example, when sharing toys. The

children in this setting are confident and independent and are developing new skills swiftly.

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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