

Clever Clogs Nursery

Inspection report for early years provision

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25/06/2012

Inspector

Kay Armstrong

Setting address

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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 and was registered again in January 2012. It operates from a converted house in the Middleton area of Greater Manchester. The provision serves children and families from within the local and surrounding areas. Children have access to three dedicated play rooms and there is an enclosed area available for outdoor play. The provision is open Monday to Friday from 7.30 am until 6pm all year round except bank holidays.

The provision is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 42 children under eight years may attend the provision at any one time. There are currently 84 children on roll, all of whom are under eight years and 21 children receive funding for free early years education. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 26 staff who care for the children. The majority of staff hold National Vocational Qualifications at level 3 qualifications, one member of staff holds a level 5 and three members are working towards gaining an early years qualification. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this nurturing, fully inclusive and welcoming provision. The staff team have a good understanding of the Early Years Foundation Stage framework and implement most areas of it very well. Children's safety is prioritised and most safety features are in place. Positive relationships with parents and carers and other providers ensure children's unique needs are recognised and consistently met. Systems to monitor and evaluate the provision are not yet fully developed, although plans for future improvements foster positive outcomes for the children.

What steps need to be taken to improve provision further?

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

- develop further the system and culture for reflective practice and self-evaluation to identify the provision's strengths and priorities for development that will continue to improve the quality of the provision for all children
- provide more opportunities for the older and more able children to practise their self-help skills particularly at meal and snack times
- ensure the risk assessment covers anything with which a child may come into contact; particularly the low-level glass panels in the door in the children's changing area to make sure it does not pose a risk to the children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. These are fully in line with the Local Safeguarding Children Board guidance and help to protect children from harm and neglect. Comprehensive recruitment and vetting procedures ensure that all staff are checked through the Criminal Records Bureau, further enhancing children's safety. All the required records and documentation are maintained to a high standard. Staff undertake risk assessments which are generally well used to identify potential hazards to children. In addition, daily checks of the play areas ensure children play in a generally safe environment. However, low-level glass panels in a door, in the children's changing room poses a potential risk to the children, and has not been identified as part of the risk assessment.

Staff provide an enabling environment through effective organisation of resources linked with good quality and range of play materials. This ensures children are able to engage in a wide range of challenging experiences and learning opportunities. A high regard is given to the value of working in partnership with parents, carers and other providers. Parents have access to a wealth of information and this contributes significantly to children's well-being and inclusion. Children with special educational needs and/or disabilities and children with English as an additional language are well supported. Equality and diversity is fostered effectively because staff value and embrace different cultures, gender, religions and abilities. Positive links with other providers and local schools have been made. This promotes continuity of care for the children and eases their transition into full-time education.

Leadership and management is good. The staff team work very effectively together and they are focused on helping children progress. They take pride in their work and enjoy their time with the children. The system used to monitor and evaluate the provision has yet to be fully developed, although priorities for future improvements are appropriately targeted and linked with on-going staff training and development. This demonstrates a good commitment to continuous improvement to benefit children's overall well-being.

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

Children are making good progress towards the early learning goals. This is as a result of staff's clear knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The planning of the curriculum is based on staff observations of children's interests and achievements. Staff provide a good balance and structure to each session, with times for free play and more structured group activities, such as circle time and story time.

Babies investigate their environment with pleasure and determination. They enjoy exploring treasure baskets and smile at their reflections in the mirror. Many babies enjoy looking at books, they squeal with delight when they turn the pages and lift up flaps to find the mouse character. The key person system ensures babies are cared for by familiar adults and their individual needs are well met. As a result, they are happy, settled and secure.

Children enthusiastically explore a wide range of activities. They are able to extend their play as they choose resources from a variety of play materials which are easily accessible. As a result, they are becoming active and independent learners. They are encouraged and supported by staff to share and take turns fairly. Their behaviour is good and they show consideration to one another. Children are relaxed and confident as they have established positive relationships with the adults who care for them. Staff support all children well as they consider their individual needs and preferences. Communication skills are well fostered throughout the provision by the staff who use some simple signs, gestures and facial expressions to support children's understanding. Children have lots of opportunities to write and make marks with pencils and crayons or with their fingers in shaving foam and paint. The older and more able children understand that print carries meaning. They form recognisable letters and some children confidently write their names. They enjoy listening to favourite stories read by staff and enthusiastically join in the repetitive parts of the story. Children match, sort and count. They are developing a good understanding of mathematical concepts, such as 'full' and 'empty' as they play in the sand. They learn about where food comes from and begin to understand about nature as they plant and tend vegetables and flowers. Children have good opportunities to use technological equipment, such as remote controlled cars and computers. They use a variety of resources to develop physical skills and refine their dexterity. For example, they manipulate dough, snip and cut with scissors, ride bikes, climb and balance on large equipment outdoors. Children giggle and shout with excitement as they have fun outdoors rolling balls down lengths of drain pipe. Children express themselves creatively with a range of art materials; they dress-up and play imaginatively with small world resources.

Freshly prepared and well-balanced nutritious meals and snacks successfully foster children's understanding of healthy eating. Mealtimes are social occasions where children and staff sit together and chat whilst they eat. However, the older and more able children have few opportunities to practise their self-help skills at lunch time. All children have good access to drinking water so they are able to keep themselves hydrated. Children, with support from staff, are developing an understanding of the need for good hygiene routines. This, alongside regular outdoor play opportunities, promotes children's health, welfare and physical development. The activities and opportunities offered together with staff interaction and commitment clearly supports the good development of children's skills for the future.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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