

Cleverclogs

441 Dereham Road, New Costessey, NORWICH, NR5 0SG

Inspection date

Previous inspection date

11/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff have a good knowledge of individual children and work well with parents to identify children's likes, dislikes, interests and where they are in their learning and development.
- Planning is effective to ensure a balance across the prime and specific areas of learning. Observation and assessment of children is used well to plan for the next steps in their learning.
- Children's health is promoted well. Older children are able to move freely between indoor and outdoor spaces and there are regular opportunities for babies to be outdoors.
- Children feel safe in the setting and are building secure relationships with key carers. Children behave well and have a clear understanding of boundaries and routines.

It is not yet outstanding because

- The management of the settling-in processes for some children are not always as robust as necessary to ensure that they are able to settle quickly.
- Children's speaking and listening skills, during adult-led activities, are not always promoted effectively, resulting in younger and less confident children being less likely to contribute or be actively engaged in the activity.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main playrooms and garden.
- The inspector held a meeting with the manager and the owners of the nursery.
The inspector looked at children's learning stories, planning documentation, the nursery's self-evaluation form, the safeguarding policy and a sample of children's records.
- The inspector also took account of the views of parents spoken to on the day and in information included in the self-evaluation form.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Cleverclogs Nursery registered in 2012. The setting is privately owned by two business partners, and is one of two nurseries owned by one of the partners. It is located on the outskirts of Norwich, close to the Longwater interchange. Children have their own base rooms and there are enclosed gardens for children to play outside.

The nursery is open between the hours of 8am and 6pm each weekday, except bank holidays. It is registered to provide care for 52 children and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of nursery education funding for three- and four-year-olds.

There are currently 34 children on roll, all within the early years age range.

Four full-time staff are employed to work with the children and all have appropriate childcare qualifications and experience.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and develop opportunities to promote speaking and listening skills for all children by: - giving children thinking time, giving them time to put their thoughts into words - promoting opportunities for younger and less confident children to contribute to games and discussions - keeping background noise to a minimum during speaking and listening activities
- support children in developing positive relationships by: - ensuring that the settling-in processes meet children's individual needs, with regard to allocating children who are on the cusp of age-ranges between rooms to a specific room.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff gather useful information from parents when children first attend the nursery to establish children's starting points and identify their interests. Through this, and careful observation and assessment of children, staff plan and provide activities that are fun, stimulating and take into account children's individual stages of development. A balance of adult-led and child-initiated activities is promoted. Each child has a 'learning story' that is used effectively to record observations, identify the next steps in their learning and ensure a balance of learning across the areas of learning. These are shared with parents and they are actively encouraged to contribute to them. Staff use 'Development matters in the Early Years Foundation Stage' to monitor if children are working within their expected developmental age bands.

Activities for babies are adapted well to ensure that each baby is able to participate at their own level. For example, when playing with balls outside mobile babies are encouraged to develop skills such as kicking and throwing, whilst young babies are provided with 'sensory balls' where they can explore the differing textures. Active physical play is encouraged for all children and older children are able to move freely between

indoor and outdoor spaces, confidently playing independently with ride-on toys. They play imaginatively, such as pouring dry soil onto the pathway, pretending to be gritting the path to clear it of snow and ice.

Children's language development is fostered through group activities, and they take part in adult-led 'speaking and listening' activities such as sound lotto, although the background noise during this activity means that some children are distracted. Children are encouraged to listen to the sound and it is repeated for them to listen to again if they need to. Children are asked to identify the sound but are not always given time to put their thoughts into words before adults suggest answers. Older children sometimes quickly guess what the sound is, not giving less confident children time to suggest an answer. At group times, such as registration time, children have opportunities to see and identify their written name. Mathematical skills are promoted through routine and play experiences, counting building bricks and the number of paint brushes needed so that children have one each.

The contribution of the early years provision to the well-being of children

The nursery's leadership promotes positive outcomes for children, having formulated clear ideas about the nursery's future and where they would like to make changes and improvements. For example, staff are going to improve the outdoor play area. Children benefit from a range of stimulating and fun resources, which are easily accessible from low-level shelves around the rooms. This encourages independent play and children are encouraged to tidy away one activity before bringing out another.

Pre-school children develop very good self-care skills. Staff encourage them to be independent, washing their hands before eating and putting on their own coats and shoes before going outside. Fresh drinking water is available at all times to ensure that the children remain hydrated whilst at nursery. Children are encouraged to lead healthy lifestyles through the range of healthy foods they are offered at meals and snack time. Older children have free access to the fully enclosed outdoor play area, which allows them to develop their physical skills and to ensure that they get plenty of fresh air to help promote their good health and well-being. Babies are taken outside regularly where they take part in planned activities, including playing with balls to promote walking, kicking and throwing skills, as well as self-chosen activities.

Children behave exceptionally well and are developing friendships, playing together in imaginary games with small branches from trees in the garden and sharing paint brushes during 'junk modelling' activities. They are helped to keep themselves and others safe, being reminded to use the branches safely so that they do not injure themselves or others. Babies are building strong bonds with their key person, snuggling in for comfort and cuddles.

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

Leaders and managers work hard at all levels to drive and secure improvement. This setting recently opened and is committed to providing a good quality care and learning experience for children. Management communicate effectively with staff, and the views of staff, children and parents are sought in order to evaluate the setting's strengths and areas for development. The resulting action plan sets targets that are realistic but challenging and they are monitored to measure the success of their impact on outcomes for children. Robust recruitment procedures are in place, ensuring that staff are qualified, experienced and are suitable to work with children. A record of Criminal Record Bureau (CRB) checks is maintained. There are effective systems in place to monitor staff practice.

The welfare requirements are understood well and there are effective procedures in place to safeguard children and promote their welfare. All staff have a good knowledge and understanding of safeguarding issues and attend training to ensure that they are aware of the signs and symptoms of abuse and know how to report concerns. Security of the premises is given high regard and staff create an environment that is safe and welcoming where children can feel secure and happy. The settling in processes in relation to some children, who are on the cusp of transition from one room to the next, may not always be effective for children who need to remain in one room. The nursery does however, intend to open a third room in the near future, which will become the toddler room, which should ensure effective transition. Despite this, all children are allocated a key person to take responsibility for their day-to-day care and wellbeing and are gradually establishing close bonds with other staff. Partnerships with parents are effective to ensure that children's individual care routines and learning and development needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY442600
Local authority	Norfolk
Inspection number	789324
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	52
Number of children on roll	34
Name of provider	Cleverclogs (Longwater) Limited
Date of previous inspection	Not applicable
Telephone number	07712814055

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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