

Clever Clogs Day Nursery

The Old Library, Coptfold Road, Brentwood, Essex, CM14 4BN

Inspection date	02/11/2012
Previous inspection date	20/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children and babies are making good progress across all areas of learning. They are interested and motivated to learn as they explore the stimulating environment and vibrant range of resources.
- Links with parents are strong, enabling staff to effectively support children's individual needs and engage parents in their children's development and learning in the nursery and at home.
- Children form strong bonds and secure emotional attachments with their key persons, which help them gain a good sense of well-being and belonging.
- The staff have a good understanding of how to promote the health and safety of the children in their care. They effectively use daily risk assessments to ensure potential hazards are minimised during activities and in all areas of the premises used by the children.

It is not yet outstanding because

- Although children relish the opportunity to take decisions and make choices in their play, sometimes opportunities for active play are not yet maximised within the daily routine.
- While staff work well to assess children's capabilities and plan for their individual needs, the management's monitoring of assessment does not yet rigorously strive for excellence in relation to groups of children.

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 indoor and outdoor learning environments, this included a joint observation with the manager.
- The inspector held discussions with the manager, staff team and children.
- The inspector looked at a sample of the children's learning journey books and planning documentation.
- The inspector viewed evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from comments made in parental questionnaires.

Inspector

Patricia Champion

Full Report

Information about the setting

Clever Clogs Day Nursery is one of three private nurseries run by the same management team. It was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted Grade II listed building in the centre of Brentwood, Essex. There are three playrooms on the ground floor and two playrooms accessible by stairs on the first floor. All children share access to a secure, enclosed, outdoor play area. The nursery opens five days a week all year round. Operating times are from 7am until 7pm.

There are currently 126 children aged from 10 months to eight years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, day care or out of school care. The nursery serves the local community and surrounding areas. 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 22 staff, of whom 19, including the manager, hold appropriate early years qualifications. There are eight staff currently working towards a higher early years or management qualification. The nursery also employs a cook. The nursery receives support from the local authority and the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance active learning by reviewing routines so that children can maintain focus on things that interest them over a period of time, such as, looking at their learning journey books and keeping significant activities out instead of routinely tidying them away
- strengthen monitoring of assessments to set greater focus on children and groups of children making rapid improvement in their learning from their starting points.

Inspection judgements

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

The educational programmes provide many worthwhile and stimulating experiences to enable all children make good progress. The staff work well together and demonstrate a secure knowledge of all seven areas of learning. Overall, teaching is well-organised and staff work sensitively with individuals and small or large groups of children. Planning for both indoor and outdoor activities is effectively based on children's interests and capabilities and staff are clear what the children should learn from these experiences. Children thrive as they select resources and decide whether to play indoors or outside for much of each day. The learning environment is conducive to learning with the introduction of easily accessible Montessori resources and imaginative renovations to create warm and homely role play areas.

Staff have a secure awareness of how children learn through play and use the document *Development Matters*, to monitor progress and ensure that there are no gaps in learning. A variety of methods are used to observe children and each child has a beautifully presented learning journey book that is unique to them. The staff complete progress summaries every six weeks, which focus on next steps and help identify if any additional support is required. These records also enable the staff to collate clear information in relation to the essential summary check for two-year olds, when the need arises. Parents are given helpful information about the educational programmes and are well-informed about their children's attainment and progress. Feedback on progress is constant and parents take home the learning journey books to add their observations and comments. There is also a 'Wow' display board where parents can further contribute and celebrate their children's achievements at home.

Children use their imagination as they enthusiastically act out role play scenarios and have rich opportunities every day to express themselves creatively, using art and craft materials. Babies have good opportunities to explore different textures and contrasts and there is an imaginatively themed black and white area, where they can take part in sensory investigations using their whole bodies. Interaction between the staff and children is good. Every opportunity is taken to develop language and vocabulary through effective questioning and exploration of the sounds of words and letters. Children also use repetitive phrases when recalling popular stories and take great pleasure in learning action rhymes and songs. However, children do not currently have easy access to their learning journey books so that they can reminisce, discuss and keep ideas in mind of their previous activities. Also there is scope to extend active play further as sometimes the nursery routine interrupts children's learning when they have to tidy away activities they are deeply involved in.

The staff are knowledgeable about the children's preferred learning styles and a high priority has been given to enhancing the outdoor area. Children explore numbers and recognise numerals playing hopscotch. They learn to care for living things as they feed the nursery's guinea pigs, investigate insects and mini beasts in the bug hotel or dig and sow seeds in the garden. The exciting plans to create an additional sensory room outdoors are well underway.

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

The key person system works well and children are steadily forming strong bonds as they settle into the provision. Many children approach familiar staff easily and throw their arms around them, which demonstrates that they feel safe, secure and confident. Staff are caring and attentive to babies and young children who need more time to settle and provide plenty of comfort and reassurance. They are knowledgeable about family circumstances and support children sensitively through changes, such as the arrival of new babies. Older children confidently share their news with their key persons when they arrive and are keen to talk about their experiences of special events, such as Halloween.

Children form friendships with one another, behave well and learn to take turns and share as they play together. The staff take a positive and consistent approach to behaviour management and take account of each child's level of understanding, have realistic expectations and encourage politeness and good manners at all times. Children are well supported to acquire a positive attitude towards people who are different from themselves. They play with resources and look at posters and books that reflect diversity and activities are linked to festivals and special events. Children with English as an additional language can see their home language displayed on captions and notices and in dual language books, for example, in the popular story of 'The Gingerbread Man'.

There are effective systems to support children with special educational needs and/or disabilities. Essential early intervention is sought, in partnership with parents, to ensure that no child gets left behind. Consequently, families receive the necessary additional advice from outside professionals to promote young children's physical or speech and language development. The nursery's special educational needs coordinators are experienced in working with other agencies when making assessments and contributing towards individual education plans.

Healthy lifestyles are successfully promoted. A wide range of physical apparatus and equipment is available so that children of all ages develop coordination, climbing and balancing skills. Children understand the importance of hand washing and a varied and nutritious menu is provided every day. Mealtimes are used well to promote independence skills with children pouring their own drinks or serving their food. Babies eat together in social groups, closely supported by staff, as they learn to feed themselves. All staff are knowledgeable about allergies and special dietary requirements are specifically catered for. The staff recognise when children are tired and space is provided in quiet restful areas so that they can sleep peacefully and undisturbed. Children learn to keep themselves safe in the nursery when they practise fire drills and use tools, such as cutlery or scissors carefully and in safety. They also meet with representatives from the emergency services, so that they learn about possible dangers in the home and how important it is to keep themselves safe on outings.

Effective transition arrangements are in place throughout the nursery. Toddlers and children visit other rooms in preparation for moving on, which promotes security and means that children settle well. Staff complete a 'Room movement form', which is shared with parents so they also know how to support these transitions. Staff have good links

with local schools and share relevant information about children when they are due to move onto their reception year. For example, they provides an assessment of children's progress for teaching staff, to assist continuity in their care and learning.

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

The management and staff team effectively protect children's health, safety and welfare by implementing thorough policies and procedures. Children are well supervised as the nursery maintains above the minimum required staffing ratios throughout the day. Robust systems are in place for the safe recruitment of staff. Sleeping babies are checked regularly and key staff are conscientious in maintaining essential documentation, for example, when administering medication. Staff carry out frequent risk assessments and these enable them to identify and minimise potential hazards in relation to the premises or any activities that children take part in. All staff have completed safeguarding training as part of their induction and are confident in the procedures to follow if they were to have any concerns about the children in their care.

The manager and deputy provide positive role models to the enthusiastic staff team. They carry out regular performance monitoring to ensure each practitioner develops in confidence and has the opportunity to improve their knowledge, understanding and professional practice. There is an impressive training programme and all staff have completed training to update their knowledge of the learning and development requirements of revised Early Years Foundation Stage. Staff meetings are used well to gauge staff's knowledge and to share ideas about best practice. Systems for observation and assessment are regularly reviewed. The nursery is now in the early stages of improving further the development records, so that they can compare the progress of individuals or groups of children. Consequently, there is scope for staff to identify more clearly any achievement gaps for particular groups, such as boys.

All the actions or recommendations identified at the last inspection have been successfully addressed. Systems now ensure that every child receives enjoyable and challenging learning and development experiences that are tailored to meet their individual needs. Staff now effectively encourage and extend children's curiosity and learning and use their assessments to plan appropriate play experiences. The two-way flow of information with parents is much improved. Significant improvements have been made to the learning environment so that it is more conducive to learning, both indoors and outside.

Staff have very positive relationships with parents and provide a warm welcome. They have frequent discussions together about children's activities and their well-being. Open days are regularly held for formal consultations with key persons. Parents' views are sought with the use of questionnaires, for example, to judge the success of open days. The parents spoken to during this inspection made very complementary comments about recent changes in the nursery and said that they feel the staff really care about their children.

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	EY305294
Local authority	Essex
Inspection number	820297
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	126
Name of provider	Clever Clogs Day Nusery
Date of previous inspection	20/03/2009
Telephone number	01277 220727

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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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