

Clever Clowns Day Nursery

Inspection report for early years provision

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| Unique reference number | EY439883 |
| Inspection date | 10/05/2012 |
| Inspector | Eileen Sharma |
| Setting address | The Former Eagle Public House, Greenbrow Road, Manchester, Lancashire, M23 2UH |
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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 Clowns Day Nursery is privately owned and operates in Newall Green, Wythenshawe, Manchester. Children have access to a baby room, main playroom and associated facilities. There is a secure outdoor play area to the rear of the building, accessible through the baby room.

The nursery is open Monday to Friday from 8am until 6pm, throughout the year, except for one week at Christmas and bank holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for 50 children aged under eight years, all of whom may be in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The owner/manager holds a BA (hons) Degree in Early Years and Education. There are four early years staff, two of whom hold appropriate qualifications. The nursery is a member of the National Day Nurseries Association and is working towards the Quality Counts Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this setting because the staff provide a welcoming, inclusive and generally stimulating environment where all children are valued. Staff are aware of the children's individual needs and preferences and as a result of this most children make good progress in their learning and development. The learning environment is safe and secure because there are good systems in place to protect children. A key strength of this setting is its effective partnerships with parents. The manager and her team demonstrate a strong commitment to improvement and a successful method of self-evaluation supports ongoing development.

What steps need to be taken to improve provision further?

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

- ensure that questioning and engagement with children consistently challenges them to think critically and develops their learning
- review the environment in the baby room to ensure that it is interesting and accessible to all babies, with regard to independent access to books.

The effectiveness of leadership and management of the early years provision

The staff take effective precautions to safeguard and protect the children in their care. The manager has recently undertaken further training in safeguarding and ensures that all staff are aware of the policies and procedures relating to child

protection. The recruitment procedure is implemented well to ensure that all adults who are employed are checked for their suitability. Consequently, children are well protected. The premises are safe and well maintained because effective risk assessments are carried out. This means that children can move safely and freely around the nursery. All required records and policies to promote children's safety are available and well maintained.

This is the nursery's first inspection since opening. Major structural changes have been carried out to create a spacious, welcoming and enabling environment for children. This means that they are able to actively participate in a good range of learning opportunities and experiences that foster their initiative, independence and confidence. However, the younger children are unable to independently access books in the reading area. Targets and action plans are in place for future development of both the indoor and outdoor areas. The manager has a very good understanding of the Early Years Foundation Stage and is working with the staff team to further develop their knowledge and understanding. As a result of this children are well supported in their learning. An effective key person system is in place, ensuring that the adults know the children well.

The manager is enthusiastic, motivated and committed to improving the nursery. Staff are happy and well supported; consequently, morale is high, ensuring a harmonious and secure environment for children. An effective method of self-evaluation is in place, helping to identify strengths and development points to target continuous improvement. For example, there are plans to further develop the outdoor area during the summer to include a planting area where children can plant and grow their own fruit and vegetables.

There is an effective partnership with parents. The setting has a good induction process for all new children and their families. The 'all about me' book ensures that staff are able to understand individual preferences and the unique needs of children. The parents comment very positively about the provision; they state that they are very happy with how their children have settled into the setting and are pleased with the progress that they are making. There is a very friendly, open approach with parents; they say that they feel like they are involved in their child's learning. This means that parents' wishes and children's individual needs are effectively met. Effective relationships with other professionals involved with the children are developing well and contribute to supporting the welfare and learning of the children.

A clear equality and diversity policy helps staff to promote inclusive practice. The staff team offers caring and sensitive support to children who have special educational needs and/or disabilities. Staff readily adapt activities to ensure that all children can take part. As a result, the individual needs of all children are met and all children are included fully in the life of the setting.

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

The nursery offers a welcoming, homely environment. The adults teach the children about staying safe. Therefore, the children behave in a way that is safe for themselves and others. For example, children are keen to demonstrate their ability to stay safe, such as walking inside and cleaning up spilled water. Children help staff to identify and eliminate hazards because staff ensure children understand risks and consequences.

Children's good health is well promoted in this setting. The premises are clean. Older children independently wash their hands before snacks and meal times because good hand washing techniques are well established. During meal times the adults act as positive role models, initiate conversation and reinforce appropriate behaviour. As a result of this children demonstrate good table manners and enjoy the social experience of eating together. Children are starting to learn about making healthy choices in food because they are offered healthy options such as fruit. The older children help to serve themselves, choosing the amount that they want to eat. Children are able to play outside every day. They enjoy the space to be energetic and are developing their physical skills in walking, running and climbing.

The children are polite and learn to respect each other because staff set good examples. Children behave well and respond positively to praise and encouragement, which increases their confidence and self-esteem. From an early age they show consideration to each other and obviously enjoy each other's company. For example, in the garden older children take dandelions to babies to show them how they can blow and disperse the seed head. Children learn to respect and value the world that we live in because staff teach them about the importance of recycling and saving energy.

Children are making good progress towards the early learning goals because the staff plan activities around their interests and needs. Plans are based on observations and discussions with children. For example, children are delighted to follow a recent interest in bugs by going on a bug hunt in the garden. They work together to find and collect insects. Staff support the children to count and identify the bugs on a chart in the garden. They offer a range of activities for the children to explore and investigate. However, opportunities are sometimes missed to play with new ideas or solve problems in situations. This means that children's ability to think critically is, at times, reduced. Children have opportunities to develop their creative skills, for example, in painting, singing and dancing. Babies have the opportunity to play with home-made musical instruments, laughing and moving their bodies to familiar songs.

Children develop confidence and good communication skills through positive interactions with the staff team. Children are encouraged to use mathematical language when playing in the sand tray; for example, they are encouraged to discuss the size and weight of their buckets. Children excitedly share ideas with each other about what their final creation will look like. They demonstrate a great

deal of pride in their achievements, giving them confidence and developing their 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

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| 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

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| 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

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| 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

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| 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