

# Cleverclogs

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

<b>Inspection date</b>	18/02/2013
Previous inspection date	11/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 clearly understand how to support children's learning and development and are skilful in their ability to meet children's individual needs. This encourages children to become confident, motivated in their play and inquisitive learners.
- Children have secure relationships with staff, who know the children well and provide activities they know children will enjoy. Staff are sensitive to children's independence and developing social skills.
- Children's understanding of a healthy lifestyle is well supported. Good personal care routines are in place; children have a varied and nutritious diet and regularly take part in physical activities.
- Effective performance management and self-evaluation enables staff to improve their knowledge, understanding and practice and meet the safeguarding and welfare requirements.

### It is not yet outstanding because

- The outdoor areas do not always provide children with an interesting and stimulating place for them to play, explore, construct and role play.
- The key person system does not, on occasion, always engage all parents in a two-way sharing of observations on learning to support effective partnership working to move the child forward.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held a meeting with the manager of the provision and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector observed activities in both rooms and the outdoor learning environment.
- The inspector took account of the comments of parents and observed the interaction between parents and key staff during the inspection.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

## Inspector

Lindsey Cullum

## Full Report

### Information about the setting

Cleverclogs Nursery registered in 2012 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is privately owned by two business partners, and is one of two nurseries owned by them. 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. Children attend for a variety of sessions. There are currently 49 children attending who are in the early years age range. The nursery is in receipt of nursery education funding for three- and four-year-olds.

Seven members of staff are employed to work with the children and all have appropriate childcare qualifications and experience. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance the resourcing of the outdoor provision so this provides an interesting and stimulating space for children to play, explore, build and role play, to further support children's learning
- promote and encourage an ongoing dialogue or sharing of regular two-way observations on learning with all parents, including those who are reluctant to contribute and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

## Inspection judgements

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

Staff show a good understanding of the learning and development requirements of the Early Years Foundation Stage. They know the children well and effectively provide a broad range of activities that meet children's learning needs and are derived from their interests. For example, children interested in creative activities are provided with a range of materials to paint, draw, colour and stick so they can create using their own ideas. Staff gather information from parents when their children first start attending the setting, to establish children's abilities and routine needs. Each child has a well-presented

'celebrations book' that is illustrated with photographs and examples of their artwork. The notes from regular observations made by the key person reflect children's achievements and include plans for the next steps in their learning. Staff use this information well to ensure that activities provide sufficient challenge and cover a broad educational programme. Parents are encouraged to contribute to their children's assessments and share information about their children's learning at home. They receive regular updates on their children's progress through discussions with their children's key person. Staff working with younger children show a secure awareness and understanding of the 'Progress check at age two' and have prepared relevant information to share with parents, in order to contribute to the check.

Older children in the pre-school room show confidence in their play. They help themselves to resources, are involved in deciding what activities are provided and are developing a strong sense of independence. Children communicate effectively. They eagerly engage in conversations with staff about their activities or share their experiences during group discussion times. Children enjoy stories and listen avidly as staff read. Their descriptive language is supported well as staff encourage children to describe what they see in pictures or explain what they think might happen next. Children adapt resources imaginatively. For example, they use the dried pasta from the exploratory tray as pretend food for their imaginative game in the role play area. Children enjoy playing with their friends. They enjoy games of hide-and-seek outdoors, help each other and take turns to use resources, such as scissors or the brush when clearing up. Children's awareness of number and mathematical language is promoted throughout activities as children count purposefully and compare size and volume when cooking or using malleable materials. Children have good access to computers and technological equipment that supports their understanding of the world. They make bird feeders so they can observe the birds which come to feed in the nursery garden. Children notice the changing seasons, having fun with the pile of leaves collected in the garden and appreciate why they need to dress warmly before going outside in the cold, winter weather.

Younger babies have easy access to an interesting selection of resources that are stored at their level. They are well supported by staff that sit alongside them on the floor and share their new experiences. For example, staff role model exploring the baked beans with their hands. Some children are more eager to join in, relishing squeezing the beans between their fingers. Other children are more tentative at first but with the sensitive support of staff, soon join in and begin to explore. Children's vocabulary is developing as they practise using new words, such as slimy or squidgy during the exploratory play activity. Children who are just learning to crawl or walk are provided with suitably challenging resources, such as moving in different ways over and around the soft play equipment, developing their coordination and physical abilities.

The indoor and outdoor areas are generally well resourced and used to promote all areas of children's learning. Attractive displays, including children's artwork and photographs of the children enjoying the many activities, create a welcoming and child-friendly environment. Both group rooms are set out so that children can independently access resources and older children are able to freely access the outdoor area. Babies spend time outside each day and have a separate area which can be used with very young children, so they are protected from the energetic activities of the older children. Older children

thoroughly enjoy the space to run and be active. They ride small trikes with increasing control, balance as they walk along wooden planks and skilfully climb up to the top of the slide. However, the outdoor area lacks appropriate resources to encourage children to construct, role play and actively explore their environment.

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

Children have developed strong emotional attachments with their key person and other carers. They are confident as they come in to the setting and quickly settle to their chosen activity. Parents are actively encouraged to engage with key staff as their children settle into the setting. Flexible, settling in practices introduce parents and children to their key person and those within the group room, as well as enable parents to share relevant information about their child's care needs and routine. However, some parents are more reluctant to communicate and build relationships, to consistently support children's care and learning in partnership with the setting. The key person effectively supports children as they move from one room to the next within the setting, through planned visits which enable the outgoing key person and the parents to liaise with the new key person. In this way, important information is exchanged and children make an easier transition as a result.

Children are cared for in a clean and well-maintained environment. They are developing skills that promote their independence and learn about a healthy lifestyle through everyday routines. Children understand the importance of good hygiene and this is reinforced as they enthusiastically sing a rhyme about removing germs while they wash their hands. Children enjoy a good range of healthy and nutritious meals and snacks, which are freshly prepared on the premises. Children's dietary needs and parents' preferences are considered when planning meals, to ensure that children's health is promoted and parents' wishes are respected. Close liaison between the key person and parents, ensures that babies' routines are consistently followed. Babies are cuddled whilst drinking their bottles and settled to sleep, snuggled up with their favourite toy or cuddly. Opportunities for physical play are mostly taken outside, particularly for older children. Lots of space outside enables children to move freely and play energetic games, such as 'What's the time Mr Wolf?'. Children's counting skills are also challenged as they count the number of steps they take, linked to the time on the clock. Younger children use soft play equipment which enables them to test their confidence and take some risks as they learn to crawl over and under obstacles, begin to climb or balance.

Staff provide gentle reminders to reinforce the simple rules that are in place for the safety of children in the setting. Older children are learning to use and handle resources, such as scissors safely, while younger children are reminded to sit securely on chairs. Children's social skills are developing well as they enjoy lots of group activities. Children show respect for one another and understand the rules, which are reinforced during circle time first thing in the morning. Consequently, children behave well and understand the need to share and cooperate with others. Well-deserved praise is used to reflect kind actions, such as helping other children or staff. Older children are aware of the younger ones when playing outside and are learning to be considerate and tolerant of others. Visitors to the

setting, such as zoo workers with small animals for petting, promote children's understanding of the wider world and the natural environment.

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

The owners and manager have a good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Comprehensive policies and procedures support staff in providing good early years experiences for the children, within a safe and secure environment. Staff are clear about their responsibilities with regard to safeguarding issues and staff have undertaken relevant training so that any concerns can be effectively managed. Effective staff deployment and close supervision contribute to the welfare and safety of the children. Thorough daily risk assessments of the indoor and outdoor spaces are completed to identify and minimise any risks to prevent children from harm.

A robust recruitment and induction process ensures that all staff are suitable to work with children. Regular team meetings and appraisals identify staff skills and any future training needs, in order to develop professional practice. The management team have effective systems to monitor and assess the quality of the provision. The setting's strengths and weaknesses are effectively identified and plans demonstrate a strong commitment to further enhancements which will benefit children, such as the development of the outside areas. Recommendations made during the last inspection have been effectively targeted, for example, changes have been made to the layout of the pre-school room to provide quiet spaces for conversations or to share a story. All staff are committed to the continuous evaluation and improvement of the provision by attending regular training or visiting other settings in order to share good practice.

Staff liaise with parents or carers daily to ensure they are kept informed about daily routines, activities enjoyed and progress noted. Home communication books for the children under two years have been recently developed, building on the previously used daily sheets. These enable the key person to record detailed information which supports the daily discussions with parents and encourages parents to reciprocate by recording any changes in routine or particular needs of the children or noting any progress, such as a child's attempts to walk. The setting is aware of the importance of liaising with other agencies and professionals involved in supporting children and their families. Links with local schools are establishing, in order to help older children be well-prepared for their transition into school.

### **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 action. 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

<b>Unique reference number</b>	EY442600
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	902757
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Cleverclogs (Longwater) Limited
<b>Date of previous inspection</b>	11/09/2012
<b>Telephone number</b>	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, which are usually the childminder's 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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