

# Clockwork Day Nursery

Queen Street, Ashton Under Lyne, GREATER MANCHESTER, OL6 6NW

## Inspection date

02/05/2013

Previous inspection date

17/11/2008

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children thrive in the highly stimulating environment, both indoors and outdoors, which effectively challenges them and promotes their learning.
- All practitioners are superbly skilled and sensitive in supporting children to form secure emotional attachments. This provides a strong base for their developing independence and exploration.
- Practitioners skilfully plan an extensive range of interesting activities and experiences that successfully reflect children's interests. As a result, every child is a competent, enthusiastic learner and makes excellent progress in their learning.
- The management team successfully inspire and motivate practitioners. Children's safety is given the highest priority and all practitioners share high expectations across every area of their practice, which successfully drives ongoing development and continued improvement.
- Excellent working relationships with parents and other professionals are effectively established ensuring that children's needs are quickly identified and exceptionally well-met.

## **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 observed activities presented in the eight playrooms and the outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector met with the manager of the provision and checked evidence of the suitability and qualifications of practitioners working with the children.
- The inspector looked at the provider's self-evaluation form, risk assessments, procedures for the collection of children and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in questionnaires.

## **Inspector**

Marina Anna Howarth

## Full Report

### Information about the setting

Clockwork Day Nursery was registered in 2002. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two storey building in the Ashton-Under-Lyne area of Tameside and is managed by a private company. The nursery serves children and families from the local area. Children have access to nine playrooms with associated facilities and an enclosed area available for outdoor play. The nursery is accessible to all children.

The nursery opens Monday to Friday, from 7am until 6pm, for 52 weeks of the year, with the exception of bank holidays, and offers wrap-around care to children who attend the local primary school. It supports a number of children with special educational needs and/or disabilities. Children are able to attend for a variety of sessions. There are currently 146 children attending who are in the early years age group and eight children aged from five to 10 years on roll. The nursery provides funded early education for three- and four-year old children.

There are a total of 29 members of childcare staff, of whom, all hold appropriate early years qualifications. The nursery manager has a BA (Honours) Degree in Early Childhood Studies and one member of staff has Early Years Professional Status. The nursery has attained an 'Investors in People' award and has also achieved a gold award in 'Pathways to Quality in Tameside' and a gold healthy eating award.

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

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

- consolidate reflective evaluation to ensure that the high quality, first-rate practice already achieved is sustained and constantly improved upon.

## Inspection judgements

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

Children are welcomed into a highly stimulating, vibrant environment, both indoors and outdoors, which is organised flexibly and creatively. This enables them to access areas of their choice and locate resources offering different opportunities to extend their play and develop their independence. Children learn through hands-on experience. The extensive range of resources and equipment enables them to investigate, explore and develop their ideas and interests. Babies and infants explore their surroundings confidently, as the well-organised rooms provide large areas of floor space to accommodate crawling. Low-level

furnishings enable mobile infants to pull themselves into standing position, developing their skills for walking. Resources are robust and child friendly, allowing children to explore and experiment without fear of damaging and breaking them.

The day is structured flexibly. Every opportunity is used to make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. For example, children enjoy creating dens using a variety of materials. They use their senses to explore water features and negotiate different textured surfaces. They use their imagination extensively as they dig for fossils in the sand and find a selection of bones, which they eagerly construct into dinosaurs. They explore a wealth of living things from plants and trees to worms and snails, developing their understanding of the natural world extremely well.

The exceptional organisation of the educational programme engages children in rich, varied and imaginative experiences that are tailored to meet all their needs. Practitioners have a clear understanding of how children learn and demonstrate high expectations of themselves and the children. They undertake purposeful observations and assessments that highlight children's individual interests and preferred learning styles. This information is used exceptionally well in conjunction with observations and experiences that parents share from home. The information is translated into individualised planning that clearly identifies each child's next step in learning. Children's learning journals show the rapid progress that they are making and parents are actively encouraged to contribute additional information, which is used to form a detailed account of children's progress. Practitioners frequently talk about children's home life experiences, which they incorporate into play activities. For example, mementoes of their visits are attractively displayed on the walls and children are provided with extensive opportunities to recreate scenes from their experiences, using small world resources and role play activities.

Practitioners are highly skilled in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Interaction between practitioners and every child is exceptionally strong, which is highlighted in children's reactions, the excellent progress they make and the sheer delight they display. Children are confident and prepared for their transition to school by being provided with opportunities to meet their new teachers, both in their existing setting and through visits to their new school. They also participate in role play activities where they dress-up in school uniform and engage in discussions with practitioners, resulting in them feeling confident in the transition process. Their time spent at the nursery is acknowledged as all pre-school children participate in a graduation ceremony, where they dress-up and are awarded certificates. This enables them to finalise their time at the nursery in a celebratory way as it is marked as a positive occasion and achievement.

Impressive support is offered to promote children's problem solving, reasoning and numeracy skills. Practitioners make excellent use of questioning as they challenge children to count, compare, match, sort and sequence confidently in all areas of their play. Children are exceptionally well-supported to develop their writing skills, taking part in a variety of activities to promote their pencil grip. They have access to an extensive range of resources to support them to recognise letters and numbers and many can clearly write their names. Younger children are learning to recognise their own name when they self-

register on arrival. All children are secure in communicating their needs and preferences. Practitioners actively encourage the use of phonics to promote children's understanding of sounds and letters. They are skilled in promoting the correct use of language by telling repetitive stories and instigating games which involve repetition of words or phrases. They are sensitive to individual needs by using familiar phrases of home languages, which are also displayed on the walls. Gestures, signing, Dictaphones and visual timetables are also used effectively to enhance early language skills and support children with special educational needs and/or disabilities.

Early information technology skills are developed by the provision of cause and effect toys, which babies and young infants explore with keen interest. Older children use digital cameras to take photographs of things that interest them which are then developed and displayed as points of discussion. Children enthusiastically learn about the development of technology as they are shown the nursery security system, which identifies individual fingerprints to access the building. They recreate their own fingerprint machine and discover the importance of security and keeping safe. They develop their understanding of the world as they discover that telescopes help them to view planets in the solar system and they enthusiastically create their own planets using art and craft resources. They identify different planets by singing interactive songs. Children are also offered opportunities to extend their knowledge of the natural world as they experience helping to care for the nursery's tortoise. They enthusiastically demonstrate how they tickle his back with leaves and explain that he likes to splash in the water. They learn about life cycles as they are involved with the process of hatching chicks by gently turning their eggs in the incubator.

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

All children show an extremely strong sense of security and belonging as they are greeted by caring, sensitive practitioners. They enter the nursery enthusiastically, behave well and are confident and happy during the time they spend there. Effective settling-in procedures and a well-established key person system offers every child and family the opportunity to have a 'special relationship' with one practitioner. This provides parents with a familiar person with whom they can discuss their child, ensuring that every child's care is tailored to meet their individual needs. As a result, consistency of care is maintained and newly settled children receive reassurance and comfort, developing their confidence and future skills for learning. Practitioners work closely with parents from the point of entry. They effectively use detailed information obtained to establish what children can do, and define initial targets linked to the Early Years Foundation Stage. Babies and young infants demonstrate a strong sense of belonging and are loved and nurtured. Newly settled babies demonstrate high levels of contentment and curiosity. Practitioners follow routines, which are discussed with parents in depth. This enables them to instinctively know what children need, in order to keep them pacified and content. As a result, secure attachments are evident throughout the entire nursery, resulting in an atmosphere in which children flourish. All children are sensitively supported when moving to the next identified key person. Transitions are based on what each child can do and the process results in them being confident learners, ready to embrace new challenges and experiences.

Children learn to form close relationships with their peers and work alongside others companionably. Communication friendly spaces provide quiet time to enable children to engage in discussion. They enthusiastically share resources and work cooperatively as they take turns in team games. They explore feelings and express themselves through the use of puppets and actively treat each other with kindness and respect. They are supported effectively by practitioners who provide them with first-hand experiences to develop their awareness of meeting the needs of others. They engage in events with other settings in the community, such as socializing with children with complex health needs and disabilities. As a result, they learn consideration for others and confidence around disability and to value and appreciate each other's skills. Practitioners work exceptionally hard to include all children and treat them with equal concern. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. They access a wide variety of toys and resources that reflect diversity, enabling them to respect each other's differences.

An extensive range of high quality resources are easily accessible enabling children to make choices as they engage in a variety of play activities. They skilfully develop a wide range of self-care skills as they confidently help themselves to refreshments, prepare snacks and instinctively know to wash their hands before handling food or after visiting the toilet. Children learn about healthy eating through the provision of healthy, nutritious snacks and meals. They also discover food cycles as they grow and taste their own produce, and engage in a variety of baking activities. Children are provided with daily opportunities to engage in physical exercise and know they need to wear protective clothing when it is cold and raining and apply cream and sun hats when it is warm. They enthusiastically participate in exercise as they follow simple instructions. They engage in team games and negotiate obstacle courses as they build bridges using wooden blocks. They balance, climb, negotiate spaces and move their bodies in a variety of ways. Babies access a separate outdoor area, where they can observe older children but explore the natural environment and elements safely.

Children of all ages demonstrate an excellent understanding of how to manage risks and keep safe. They are effectively supported in trying new experiences and shown how to use equipment safely with supervision. They learn about 'people who help us' and confidently explain what emergency number they would dial and which service to request in the event of an emergency. They participate in games where they look at pictures and discuss scenarios and state whether the situation is safe or unsafe and explain why. Regular visits to the local community help to develop their understanding of different areas of risk, such as crossing the road. Staff also use the exceptional outdoor resources to teach road safety, through role play experiences.

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

Leadership is inspirational and the management team are highly successful in inspiring practitioners, which drives ongoing development and continual improvement. Their passion for their work and personalised approach fully ensures an extremely robust framework for children's care and learning. Practitioners are fully supported to give their

best and are treated as individuals in the same way as the children and their families. This results in a committed and vigilant team who deploy themselves very well. They are provided with extensive opportunities to increase their skills and knowledge, through qualification training and assurance that their thoughts and ideas will be considered equally with those of management. Well-established systems are implemented effectively to monitor and evaluate the service offered. Managers recognise that ongoing reflection is vitally important to maintain and improve the already outstanding provision and are building on this. This is achieved through peer observations, high quality professional supervision, appraisals and continual reviews. In addition, the views of children, parents and carers are continually sought, promoting better outcomes for children. This has enabled practitioners to identify areas which required further enhancement. For example, children have continuous access to the outdoor area which has been extensively refurbished, providing them with more exciting choices to play and enable them to learn in different ways and on different scales. In addition, although the outdoor environment is used extensively, further development has been identified to enhance children's experiences, by visiting an allotment in the local community, where they grow fruit and vegetables.

Children are extremely well-protected due to the highly effective safeguarding systems that are in place. All practitioners have completed safeguarding training and are fully conversant with safeguarding procedures and their duty to protect children. Robust recruitment and effective vetting systems ensure all adults working with the children are suitable to do so. Comprehensive and well-implemented risk assessments are regularly completed to ensure the premises are safe and secure and extend to cover activities and outings. Measures are immediately taken to rectify any hazards identified to ensure children's safety. For example, a higher perimeter fence surrounding the nursery has been installed, along with natural willow screens to promote privacy and security. In addition, a biometric security system has been installed, ensuring that children's welfare is meticulously protected. An extensive range of policies and procedures successfully underpin daily practices. These are discussed and reviewed regularly with the parents and accurately maintained records ensure children's safety is of the utmost priority.

All practitioners are highly committed to working in partnership with others and take an active role in establishing effective working relationships. Professionals visit the nursery to deliver an additional range of activities, such as, French and Spanish language lessons, music and movement and indoor football. As a result, children are provided with additional experiences, which further enhance their learning. Equality and diversity are embedded throughout practice. Practitioners work tirelessly to identify and meet children's emerging additional needs. They have excellent knowledge of the support services available and do not hesitate to access them. Well-established partnerships with local schools effectively ensure that the transition process is successful. Children derive great benefits from the excellent close working relationships between practitioners and parents. A variety of systems, such as, parent forums, home to nursery diaries and verbal communication, ensure parents are consulted at every stage of their child's care and development. These allow continuity of care, enabling practitioners to effectively meet children's individual needs. The provision is committed to supporting the whole family and parents are encouraged to spend some substantial time in the provision. Parents attend 'stay and play' sessions and talk to the children about their professions enhancing children's

understanding and developing role play opportunities. This contributes significantly to them becoming engaged in their children's future experiences and is very well-developed to support families and children with special educational needs and/or disabilities. There is a wealth of information displayed for parents throughout the nursery and regular newsletters ensure they are kept informed about events and topics within the nursery. Parents speak very highly of all practitioners and report they are delighted with the excellent progress their children are making and the extensive activities their children are involved with.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>



## 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>	EY225043
<b>Local authority</b>	Tameside
<b>Inspection number</b>	911983
<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>	110
<b>Number of children on roll</b>	154
<b>Name of provider</b>	Clockwork Day Nursery Limited
<b>Date of previous inspection</b>	17/11/2008
<b>Telephone number</b>	0161 343 4500

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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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