

Clever Clogs Day Nursery (Durham) Ltd

Clever Clogs Nursery, Durham Road, Bowburn South Industrial Estate, DURHAM, DH6 5AT

| | |
|--------------------------|------------|
| Inspection date | 25/07/2013 |
| Previous inspection date | 22/08/2011 |

| | | |
|--|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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 are very caring and nurturing and provide children with a sense of security and safety. This encourages children to explore their surroundings happily and confidently.
- The educational programmes are well planned by knowledgeable staff to cover all areas of learning and provide challenging, interesting and motivating experiences for all children.
- Children choose from a good range of play resources and are encouraged to follow their own interests. They are well-supported by staff who join in play sensitively and promote children's ideas well.
- Children are safeguarded effectively because staff are vigilant to ensure that robust safety procedures are in place at all times and especially for outings.

It is not yet outstanding because

- There is scope to further enhance the good information gathered from parents at the onset of care to ensure a very detailed picture of children's current stage of development is in place.
- Older children do not consistently have opportunities to pour their drinks to further enhance their good self-care skills.

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 in the main playrooms and outdoor area.
- The inspector spoke with the owner, manager, staff, children and a parent at appropriate times throughout the inspection.
The inspector looked at children's learning journals, planning documentation, the settings self-evaluation form, policies and procedures, children's records and other relevant documentation.
- The inspector carried out a joint observation with the manager.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Clever Clogs Day Nursery (Durham) was registered in March 2011. It is one of three settings owned and run by Clever Clogs Day Nurseries Limited. The nursery is located in Bowburn and serves the local and surrounding areas. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 94 children may attend the nursery at any one time. There are currently 59 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged from five years to 11 years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two, three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 members of childcare staff. All hold appropriate early years qualifications and one has Early Years Professional status. The majority of these are at level three or above. 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 methods for gathering information from parents about their children's stage of development at the start of the care arrangement
- provide more consistent opportunities for children to pour their own drinks to further promote the development of their independence and self-care skills.

Inspection judgements

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

Staff have a secure understanding of how children learn. They carefully observe children to find out about their immediate interests in order to plan and provide a good range of activities and play experiences. These take account of all seven areas of learning, although a clear focus is given to the prime areas for young children. This ensures they have the key skills needed for the next steps in their learning and in preparation for school. Each child has a learning journal, which identifies their level of achievement. This is well presented with photographs and observations of their play. Next steps are clearly identified and used to challenge children's learning and development. A tracking system is

in place and clearly shows how all children make good progress, including those with special educational needs and/or disabilities. The 'progress check at age two' has been completed for all relevant children. Parents and other professionals are fully involved in the process and any concerns have been shared and acted on. Staff encourage parents to be involved in their children's learning. For example, they complete daily diaries and make effective use of daily discussions with parents to talk about children's progress. Staff also provide a wide range of information on how learning can be supported at home and ask parents to share their own observations of their children's achievements. However, there is room for staff to gain further valuable information about children's starting points from parents so they can use this to plan for their ongoing development from the start.

Staff effectively promote children's communication and language skills through the use of early phonics games and activities. For example, pre-school children carefully listen for initial sounds and have great fun moving round the outdoor space to find the matching letter. Children with English as an additional language make good progress because staff obtain external help where necessary to support their language development. Good opportunities are provided for children to develop their emerging writing skills. Toddlers have great fun making marks with paint and a range of felt-tips and crayons. Older children use large chalks in the outdoor area making roadways for their bikes and zebra crossings so children can 'cross safely'. Children competently use computers and programmable toys, which provide them with good opportunities to develop their understanding about how technology is used for different purposes. For example, older children work together to work out how to programme the small programmable robot to move around the map. They show high levels of deep concentration and confidently talk about left, right and forward. Staff provide good levels of support and model the use of positional language and encourage children to count how many squares forward. This also encourages children to work as a group to solve problems and develops their early mathematical skills very well.

Toddlers readily pick up books as they learn how to handle and seek enjoyment from them. As a result, children build their skills and understanding of literacy. Staff support children's enjoyment of books as they ask if they would like to read together. Consequently, this adds to children's enjoyment as they cuddle up and delight in the telling of the story. Staff develop children's understanding of mathematical language as they talk about size, space and counting in everyday activities and play. They follow the children's lead and skilfully support their learning. For example, staff encourage children to count the plastic flower and yoghurt pots as they stack them up on top of each other. Staff model counting and correct children if they miss out numbers and encourages them to start again, they provide praise for their efforts. This helps to develop their confidence and fully supports their early mathematical skills.

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

Children settle well at this friendly and welcoming nursery due to the flexible settling-in methods adopted by the staff. Parents and their children's key persons develop effective ways of sharing information about children's routines and individual needs. This supports children well during their transitions from home to nursery and helps them settle happily.

The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps them to develop self-confidence and judge risks for themselves as they try new activities. For example, children enjoy building with large wooden blocks and planks and develop good balance and coordination as they carefully, with adult support, walk across the planks. Children also have regular opportunities to enjoy fresh air and exercise in the outdoor areas. They move freely and confidently in a range of ways, such as skilfully negotiating space as they ride their tricycles and run in the outdoor space.

Children develop good self-care skills as they learn about staying safe in the sun by wearing sun hats and sun cream before playing outside. They learn about the need to wash their hands before eating and they know it is to get rid of germs. Staff provide well-balanced, nutritious snacks, including fresh fruit. However, children are not consistently involved in pouring their own drinks. This means they do not always benefit from rich opportunities to further enhance their good self-care and independence skills. Children are well supported in their transitions from the nursery to school, due to the close working relationships that exist with teachers at the local school. Children become familiar with the teachers before they move as they visit them which helps to make the transition smooth.

The nursery is attractively decorated with children's individual art work and photographs of the children and the staff. This helps children to feel familiar and comfortable in their surroundings. The children confidently select from a wide choice of stimulating resources, which are stored at low-level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Staff work closely with parents and external agencies in order to support children's behaviour through consistent methods. Children are encouraged to play cooperatively and share toys, as well as help to tidy up.

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

Staff have undertaken safeguarding training and have a good understanding of the policy and procedure to follow should they have concerns about children's welfare. Effective risk assessments and daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents to children. The security of the nursery is good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises. Staff are trained in paediatric first aid and are, therefore, prepared to deal with any accidents or medical emergencies should they arise. Robust recruitment and vetting procedures ensure that everyone working with the children are suitable to do so. The management monitor the ongoing suitability of all staff effectively through regular meetings and appraisals. These procedures promote children's safety and the quality of provision well.

A written complaints procedure is in place and available for parents. The management team demonstrate a good understanding of handling complaints, a record of any complaints is kept and available for inspection. The safety of children is paramount and very good procedures are in place to ensure children are safe on daily outings. For

example, all children wear high visibility jackets, have the settings telephone number and address in their pockets and fully understand road safety procedures. They learn to hold hands when near roads, use road crossings when available and always 'stop, look and listen' before crossing roads. The manager and staff have a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The manager monitors the planning to ensure that a wide range of activities is provided to help children make good progress in all areas of their learning.

Very positive partnerships between staff and parents in most respects ensure that children's needs are well met. Parents spoken to express their satisfaction with the service provided. They state that the staff are 'friendly, approachable and children are safe here, which is a massive issue'. Parents also comment that the 'environment is great for learning and children really enjoy and sometimes cannot get them to leave they just love coming'. Parents are kept well informed about the nursery through regular newsletters and meetings throughout the year. Partnership working with external agencies and professionals, such as, health visitors and speech therapists, are highly effective in ensuring that children receive additional support when required. This fully supports children with special educational needs and/or disabilities and children who speak English as an additional language. All staff work exceptionally well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further training. Recommendations from previous inspections have been taken on board and promptly addressed. This is a positive indication of how committed the staff are in maintaining continuous improvements. Thorough evaluation takes into account the views of children, parents and staff. The manager works closely with the local authority advisor. This results in a clear and well-targeted plan of action for future developments.

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

| | |
|------------------------------------|------------------------------------|
| Unique reference number | EY425224 |
| Local authority | Durham |
| Inspection number | 926679 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 94 |
| Number of children on roll | 59 |
| Name of provider | Clever Clogs Day Nurseries Limited |
| Date of previous inspection | 22/08/2011 |
| Telephone number | 0191 377 9192 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

