

Clever Clogs Nursery

Cleverclogs Nursery, 114 Manchester Old Road, Middleton, MANCHESTER, M24 4DY

Inspection date	15/08/2013
Previous inspection date	25/06/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have a sound understanding of safeguarding children. Policies and procedures, for example, recording accidents and incidents, are clearly understood by the staff, so that children are protected from harm.
- Children readily approach staff, who respond with reassuring gestures and soothing words to help them feel reassured.
- Staff have a sound knowledge and understanding of partnership with parents.

It is not yet good because

- Improve the use of resources available to ensure children are fully supported to make the best possible progress in their learning.
- Ensure staff offer appropriate educational programmes to support all children make good progress in their learning and development.
- Self-evaluation lacks rigour and priorities to improve are not clearly identified to secure continuous improvement.

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 took into consideration the views of the parents spoken to on the day of inspection.
- The inspector asked staff questions to support her observation and documentation.
- A tour of the setting and a joint observation were made by the inspector and the manager of a members of staff outdoors and at a mealtime.
- The inspector also spoke to children to gain information about their learning.
- The inspector carried out observations of staff and their interactions with children throughout the day and examined samples of documentation related to children's welfare and learning.

Inspector

Elaine Canale

Full Report

Information about the setting

Clever Clogs Nursery is privately owned and was re-opened in January 2012. It operates from a converted house in the Middleton area of Greater Manchester. The provision serves all children and families. The children have access to three dedicated playrooms and there is an enclosed area available for outdoor play. The provision is open Monday to Friday from 7.30am until 6pm all year round except bank holidays.

The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 42 children under eight years may attend the provision at any one time. There are currently 73 children on roll, all of whom are under eight years and 25 children receive funding for free early years education. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 21 staff who care for the children. The majority of staff hold qualifications at level 3, one member of staff holds a level 5 and three members are working towards gaining an early years qualification. The provision receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide support and training to staff to further develop their skills and knowledge to provide educational programmes that meet the needs of all children.

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

- extend self-evaluation through careful monitoring and analysis of the quality of the care, learning and development on offer and identify targets for improvement that will raise children's achievements over time
- extend the provision of natural resources in order that children develop a wider understanding of the world around them.

Inspection judgements

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

Prior to admission into the nursery, staff obtain information from parents about each child's background, starting points and needs. For example, staff ask parents things through informal discussion about their child that 'only a parent would know' and document other important information. This ensures that staff have a knowledge of children and they are well supported during their settling-in period. Staff routinely observe children throughout the nursery and use this to monitor progress and plan next steps in line with their learning and development. However, the quality of teaching does not fully extend children's learning. For example, during free play outside staff do not skilfully question children by using open-ended questions or tune into the conversations initiated by the children to fully challenge their thinking. For example, children tell staff that they are making dinner and staff use a one word response. Therefore, this does not extend and challenge the children's development of communication and language.

In the baby room, the babies have ample space to explore their environment through crawling and toddling. Babies' physical development is supported as the babies are supported to get on sit and ride toys. They also begin to pull themselves up on the ballet bar and look at themselves in the mirror. Sensory exploration is encouraged. Babies access the sensory corner and explore a range of textures, diffused lighting and smell different aromas. Verbal feedback to parents is communicated daily and supported with daily diaries. However, in the main this focuses on care routines.

Staff complete the required progress check at age two and provide a written summary for parents. In the Tweenies' room, children explore their environment with confidence and access a good range of resources that stored at a low level. Therefore, children's independence is promoted as they make choices. Their physical and communication skills are fostered. For example, the children have fun dancing as staff engage them in singing and making patterns in the air with ribbons on sticks. Individual learning journey records give an overview of children's progress and a delightful range of photographs in the folders and on display clearly shows children's enjoyment.

The older children like the time they spend outside in the garden. They access a range of resources to help develop their physical skills and confidence, such as a slide, balls and bikes. However, the setting has yet to fully encompass all the areas of learning outdoors to further promote children's learning. For example, outdoor learning does not encompass aspects of mark marking and understanding the world, or fully embrace the opportunities for the older children to be able to move freely between indoors and outdoors. Overall, children are reasonably supported to acquire the skills and capacity to develop and learn, and be ready for the transition to school. Children's mathematical development is satisfactorily supported through a range of planned and self-chosen activities. For example, children learn about weights and measure as they play in sand and water and engage in emptying and filling a range of different shaped containers. Children's self-help skills are satisfactorily fostered as they are supported to pour their own drinks at mealtimes.

A good range of role-play and small world resources provides the children with opportunities to pretend to be a variety of roles, including fire fighters. Equality and diversity is promoted as the children learn about festivals, such as the Hindu festival of chariots. They have the opportunity to become familiar with cultural customs. For example, children dress-up in traditional costumes and listen to stories. There are a selection of books and role-play resources to support children to develop an awareness and understanding of the diversity in the world. Children who are learning English as an additional language are well supported. For example, staff learn key words from parents and share them with all children. As a result, children can communicate their needs to staff.

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

There are a good range of resources that are safe, well maintained and age appropriate for the children to enjoy both indoors and outdoors. These are stored within easy reach of the children. Staff conduct a daily check of the premises. The staff conduct regular emergency evacuation practices. This ensures that children will know how to respond in an emergency, such as a fire. Children are well behaved as staff implement consistent strategies and simple nursery rules. The staff offer the children lots of reward and praise. As a result, children learn the behaviour expectations of the nursery.

Children are happy and content throughout the nursery. They interact positively with adults and other children, which supports them to make friends. The key person system works well and at mealtimes children sit with the key person. This supports children's confidence as they share their experiences from home with the group.

Babies and toddlers have secure attachments with the key person and they are, therefore, confident to explore independently and return to the staff for cuddles. The settling-in procedure meets the individual needs of children. Parents form good relationship with staff and, consequently, children separate from their parents and settle well.

Children's health is effectively promoted by the nursery. Staff ensure that menus are healthy and nutritious. As a result, children eat well-balanced and healthy meals. All children begin to feed themselves and older children use their cutlery competently. Once children are ready to move onto their next stage of learning, such as school, there are suitable arrangements in place to support them. The children's records are shared with school and the teachers are welcomed into the nursery. This supports children to have smooth transitions into their new setting and ensures that teachers are well informed to support their individual needs.

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

The inspection was brought forward by Ofsted due to concerns being raised relating to safeguarding. On the day of the inspection, safeguarding was generally good. The management team has attended courses relating to safe recruitment. As a result of this,

policies and procedures have been updated. Children are further safeguarded by the setting's recruitment and induction process for new staff, along with strict procedures for the use of mobile telephone by all staff and visitors. Effective risk assessments are routinely carried out. This means that children move around the setting freely and safely. Several staff hold a certificate in paediatric first aid. Procedures for addressing illness and medical emergency are effective. Risk is assessed and managed appropriately. For example, visual checks of the indoor and written assessments of the outdoor environment take place daily. For example, the activity to support road safety, such as using the pelican crossing near the nursery, has been risk assessed to support children to practice crossing the road safely and gain skills for the future.

There is a programme of activities, experiences and opportunities that will help all children make progress towards the early learning goals but they lack challenge and, therefore, do not fully extend children's learning and development. Self-evaluation lacks rigour and does not routinely take into account the views of parents, staff and children. Therefore, the process does not identify areas of strength and those for development. Staff have accessed a programme of professional development. However, it is not sufficiently targeted to focus weaker areas of practice. The impact of the training in improving the skills of staff to deliver an effective educational programme is not monitored effectively. The monitoring of staff through regular team meetings, supervision and appraisals is satisfactory in supporting children's care and learning.

Practitioners generally work well with parents, external agencies and other settings to meet the diverse needs of the children so that most children who need support receive appropriate intervention.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY435007
Local authority	Rochdale
Inspection number	928712
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	73
Name of provider	Catherine Alison Beech
Date of previous inspection	25/06/2012
Telephone number	01616430401

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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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