

Clever Cloggs Day Nursery

26 Honey Road, Little Canfield, Takeley, Essex, CM6 1FF

Inspection date

21/08/2013

Previous inspection date

18/09/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Well-resourced playrooms and a spacious outdoor area promote open-ended and imaginative play, and allow children to be active learners and make choices about what they do.
- Staff know each child well so are able to provide tailored care and education, and meet specific needs, such as health and medical requirements.
- Managers and senior staff welcome and respond positively to advice and guidance, and are keen to introduce new ideas, to promote continuous improvement and make changes that raise children's achievement levels.

It is not yet good because

- Some procedures for assessing and minimising risks are not always effective, leaving children exposed to risks as they can access unsuitable items, and hygiene procedures are not always effective in all rooms, which does not support all children's good health.
- Support for staff is not always effective, with the result that they are sometimes left vulnerable in challenging situations.
- In some areas, books are not presented well, so children cannot always make meaningful choices and develop an understanding of how to use books for pleasure and for seeking information.

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 interacted with and observed children during routine care, and at play indoors and outside.
- The inspector held discussions with the manager and deputy, and carried out a joint observation with the manager.
- The inspector viewed a sample of documentation including evidence of staff suitability, certificates, the complaints record and children's developmental records.
- The inspector took account of the views of parents gathered in advance of the inspection.

Inspector

Sarah Williams

Full Report

Information about the setting

Clever Cloggs Day Nursery is privately owned and was registered in 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises situated in Takeley, Essex. All children share access to an enclosed outdoor play area.

The nursery is open all year round, from 7am until 7pm, Monday to Friday. There are currently 151 children on roll, of whom 144 are within the early years age range. Funding for early years education is in place for three- and four-year-olds. The nursery serves the local community and surrounding areas, with children attending for a variety of sessions. It supports children who have special educational needs and/or disabilities, and children who speak English as an additional language. There are 19 members of staff, including the manager and deputy. Of these, 17 are qualified, including 12 staff who hold level 3 or higher.

What the setting needs to do to improve further

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

- ensure that risk assessments are implemented consistently and effectively; this specifically relates to ensuring that all parts of the premises and equipment are clean, safe and suitable for children and that all hazardous items are stored out of children's reach.

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

- review the presentation of books for younger children to encourage them to make meaningful choices and develop an understanding of the uses of books, both for pleasure and as a source of information
- strengthen the support for staff to ensure they can identify solutions to address issues as they arise, and increase their personal effectiveness, particularly in relation to dealing with challenging situations.

Inspection judgements

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

Children have sound opportunities to play and explore in large, well-equipped playrooms and an imaginative outdoor area, which offers further open-ended learning, and space to run and move about freely. Children develop satisfactory skills and attitudes they need to prepare them for school and the next stage in learning.

Children are cared for in age-grouped rooms which are well thought out and appropriately equipped to support the children's development in the prime and specific areas. For example, babies have crawling space and low-level storage which allow them to explore the toys and equipment easily and safely. Toddlers can dive into a large ball pool and practise climbing on the soft steps. Both rooms for the youngest children have black and white zones, designed to stimulate children visually and intrigue them. Some natural materials provide a contrast to the manufactured toys and primary colours which predominate. Staff adequately promote language development with these very young children by singing to them, echoing their attempts at speech and engaging with facial expressions, clapping and some sign language.

For children who speak another languages as well as English, staff have developed displays using national flags, photographs of the families and some dual-language signs. They ask parents to provide key vocabulary to use with the children alongside English. This helps children feel secure and able to ask to have their needs met.

Children in the pre-school room choose what they would like to do. The playroom has a busy hum of purposeful play. Children use sand to 'do cooking', others like making marks and the slippery feel of shaving foam spread on a table top. The room's pet, a bearded dragon, has a daily outing from his housing, and children enjoy holding him and talking about how he looks and feels. They learn the importance of caring for living things and the hygiene practices, such as hand washing, to protect themselves. The understanding of animals and their specific needs is explored further in the outdoor area, which is home to rabbits and occasionally ducks. A large 'bug hotel' provides frequent opportunities to study insects and minibeasts at close range, giving children an understanding of diversity in nature.

Craft materials are available to allow children to spontaneously create artwork, drawing or painting, modelling with recycled materials or making paper aeroplanes to fly in the garden. Staff also lead guided sessions where children are encouraged to draw some of the things they have found in the garden, especially in the 'bug hotel'. Their drawings and self-portraits are effectively displayed along with their comments, for example, 'this is my best friend'. Children know that their work is valued and show pride and confidence when they talk about what they have done. Number lines and games encourage mathematical development, while using number in everyday contexts includes counting the children in and out of the garden area.

Younger children also have a full range of equipment and enjoy role play with domestic style props, including rubber gloves and washing up brushes. This helps them make sense of the world as they try out different roles and interact with one another. Staff sit at the children's level to share a favourite story book, and use varying tones of voice to help bring the story to life and engage the children's attention. However, the presentation of books in the playrooms is inconsistent and in some cases is less effective in allowing

children to make meaningful choices, as they cannot easily see what is available.

The outdoor area is a strong feature of the educational programme at the nursery. The all-weather surface makes it a versatile space and children can enjoy the mud kitchen, wild area, climbing frame and wheeled toys. Imaginative play develops as children use the equipment in their own way. For example a child says 'I'm getting the costumes ready for the singing concert' as she arranges the coloured hoops on the ground. There is a growing area so children can see the whole cycle from planting, tending, harvesting and eating what they have grown. This helps them understand where their food comes from and how they can help to grow some of it.

Staff observe and note what they see children doing and make assessments of next steps in learning based on these observations. Parents are able to see the development profiles at any time and some choose to add comments and ideas about what children like to do at home. This enables staff to tailor activities to children's interests. A written report is compiled every three months to keep track of children's development, and all children have a progress check at age two, the results of which are shared with parents. Children with special educational needs and/or disabilities are supported by the setting's special educational needs coordinator who works closely with parents and outside professionals to ensure that care is tailored for individual children and enables them to be fully included in all activities and make suitable progress.

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

Children form warm and effective emotional bonds with the staff caring for them, and in particular their key person. Parents appreciate the relationships they develop with their child's key person, and many report that they appreciate discussing matters, such as potty training and behaviour management, to support them with their children at home.

Children benefit from a diet of nutritious and freshly prepared food at snack and meal times. They have generous portions and choices, and meal times are relaxed and social occasions where children can learn table behaviour and good manners. Drinks are always available, in named beakers for babies and tumblers and jugs for older children to help themselves. This ensures children remain healthy and hydrated and have the energy they need for a busy nursery day. Children who have allergies and food intolerances are catered for by the cook, and staff in the rooms know which foods are suitable for individual children. The nursery has a 'no food to be brought on site' policy. However, some of the children's bags contain items of food and drink which may not be safe for them, and staff are not always vigilant in checking that these items are made inaccessible to children. Other items which may damage children's health are also stored in open drawers or low-level baskets, for example, nappy sacks, plastic bags and cleaning sprays.

While general cleaning of the rooms and sterilising of toys and equipment is part of routines, some areas have been neglected and pose a hazard to children as dirt and grime is allowed to collect. For example, a nappy change unit shared by several children is wiped down after each use but not cleaned sufficiently well so that it removes all dirt and debris.

Children and parents have a settling-in phase which allows parents to gradually leave children for extended periods and ensure they are happy and settled. Children are prepared for transitions between rooms and sensitively introduced to their new friends and carers through a series of visits. Daily routine care is detailed on sheets or in a link book which children take home so parents can see what they have been doing. Nappy changes are recorded, and requests for supplies, such as nappies and wipes, are included. Some parents take the opportunity to add comments but most choose to verbally inform staff about any matters, such as teething, new feeding regimes or home events that may influence behaviour, such as a new baby arriving. Children on long-term health plans have extensive forms completed so staff are very clear what they need to do to support children. Any changes to these plans are included so that information is always current. Staff sensitively administer any medication according to instructions, and record the details of this. Similarly, any children needing first aid for minor accidents are treated and the details recorded, to be signed by a parent. The manager analyses all accident reports weekly, to see if any patterns emerge, and takes action to improve safety if necessary.

Children have plenty of free choice as they play and work, and as soon as they are able to express their ideas staff include these in planning. For example, a large robot made from boxes becomes a character and sparks other activities in the pre-school room. Therefore, children develop independence and self-esteem which gives them the confidence to become active and eager learners.

During school holidays older children can attend for occasional days or whole weeks. They have a dedicated room with age-appropriate play materials and activities, but may prefer to stay with the nursery children for all or part of the day. Staffing ratios are adjusted according to the number of children attending, and the manager has a sound understanding of how to meet qualification and numeric requirements, so children are cared for by sufficient numbers of qualified and suitable staff.

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

Children are safeguarded as all staff have an understanding of child protection matters and their responsibilities in regard to ensuring children's well-being. The manager and deputy have attended specialised training to enable them to take a lead role within the nursery, and all other staff have completed at least an online training module. They are able to spot and take action on any signs of abuse or neglect so that children are kept safe. Security at the nursery has a high priority and all visitors are screened and signed on and off the premises. No child can leave unseen as only adults operate the main door. Children take part in fire drills so they know what to do in the event of an emergency evacuation. Air conditioning units help to maintain a healthy temperature, and all rooms have opening windows for fresh air.

Children are reminded about moving around safely, and a low handrail assists them when negotiating the stairs. The lift is used to move hot food around on specialist trolleys, minimising the risk of accidents. Staff ensure they are close by when children use the climbing frame in the garden, encouraging them to challenge themselves but not take

unnecessary risks. Risk assessments are in place and reviewed regularly. However, these are not always fully effective in identifying all potential hazards to children, such as unsuitable items in children's bags and cleaning materials in low-level, accessible drawers.

The partnership with parents is seen as key to a successful care arrangement, and this is achieved in various ways. The manager and senior staff are always available to discuss any concerns or issues that parents may have, and the key persons also develop good communication with the families of children they care for. This is evident as staff can speak knowledgeably about every child and understand their individual home circumstances and how they can ensure that the care is personalised.

The manager and senior staff monitor the educational programme by having a system of sampling the planning and record keeping in all rooms with a view to maintaining consistency. They also carry out regular observations and supervision of staff, reporting back immediately where they feel something can be done to improve performance, but also to give praise and encouragement when they see good or exemplary practice. Less successful is the support for individual staff in dealing with challenging situations, as sometimes staff are left vulnerable when faced with difficult matters.

The nursery management team continually seek ways to improve and build on past achievements. They welcome advice and guidance from the local authority development team and act on recommendations and actions from the inspection process. Training is seen as key to improvement, and the provider and manager have recently attended training in Montessori technique; they plan on introducing some of the practices and techniques where they feel these would help children's progress. All staff have opportunities to attend courses and report that they use a wide variety of sources, such as specialist periodicals, the internet and discussions with colleagues from other settings, to provide ideas and stimulus for new activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that premises and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)

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	EY409684
Local authority	Essex
Inspection number	927457
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	145
Number of children on roll	151
Name of provider	Clever Cloggs Nursery Ltd
Date of previous inspection	18/09/2012
Telephone number	01279 871 687

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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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