

Clever Clogs Day Nursery Ltd

186 Sandringham Road, DONCASTER, South Yorkshire, DN2 5JE

Inspection date

17/02/2014

Previous inspection date

05/07/2011

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 2

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 requires improvement

- Children have a keen interest for learning because staff plan purposeful activities that extend children's learning thorough first-hand experiences.
- All children develop attachments with their key person and they are given regular comfort and cuddles when needed. This results in children being happy, confident and sociable in the setting.
- Established links with the local schools ensure that children are provided with the appropriate support for a smooth transition when the time comes.

It is not yet good because

- At times staff deployment is not as effective, this means that staff are not able to effectively supervise the children at all times.
- There is room to develop further toddler's large muscle skills by providing them with large physical play.
- The meeting and greeting room is not as an effective learning environment as the other rooms because it lacks interesting or engaging activities for older children.

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 three playrooms, meeting room and the outdoor area.
- The inspector spoke with the manager/owner and the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation.
The inspector took account of the views of the parents and carers spoken to on the day of inspection and also looked at the parents feedback file including letters, cards and references.
- The inspector spoke to a variety of children during free play.
- The inspector checked the suitability of staff and their qualifications.

Inspector

Hayley Gardiner

Full report

Information about the setting

Clever Clogs Day Nursery Limited was registered in 2011 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is privately owned and operates from a converted commercial building situated in Doncaster, South Yorkshire. There is access to an outdoor play area.

The nursery is open each weekday from 7.30am to 7pm all year round, except for bank holidays. The nursery is registered to care for a maximum of 60 children. There are 54 children on roll, of which 42 are in the early years age group.

The nursery employs seven members of staff, including a suitably qualified cook. The childcare staff hold appropriate early years qualifications. The manager holds a degree in childcare, there is an early years professional and two staff have a level 4 qualification and other staff hold a level 3 qualification. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review how staff are deployed at particular times, such as when staff take children to school, so that adult to child ratios are consistently maintained and children benefit from appropriate supervision and support at all times.

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

- develop further younger children's physical skills by providing larger equipment, such as, climbing frames, cardboard boxes, trays or crates to help support their large muscle development, balance and coordination
- enhance the meeting and greeting room, including the development of resources for pre-school aged children so that this learning environment is stimulating and fully supports children's all-round development.

Inspection judgements

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

Overall, the staff have a good understanding of child development and promote learning well. They use good teaching strategies to provide children with a wide range of motivating, interesting and exciting activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for later life, such as going to school. Children have individual learning files; these include some creative work, photographs, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The child's key person works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up-to-date about their child's progress. Parents are encouraged to contribute to their child's profile and each key person also encourages home learning by suggesting activities parents can do at home, including taking books and props home with them.

The setting generally provides a good learning environment for children, covering all areas of learning. The setting has developed the playrooms and have had new carpets and decor in each of them. This improvement also includes the development of the continuous provision, however, the meeting and greeting room is not organised to the same standard as other rooms and has fewer age-appropriate toys and resources that can engage older children. This sometimes results in older children becoming restless or disengaged in play at certain times of the day, for example, during the time when the school run is organised and children come together in this room. All children can easily access resources and equipment as they are stored at low level, which promotes their independence. They are provided with a range of resources that reflect positive images of a wider world, such as, dolls, books, play figures and dressing-up clothes. The children take part in activities and learn about different festivals and celebrations, such as Christmas and Chinese New Year. This helps children recognise people are different. Children play outside where they learn to be physically active. The younger children enjoy climbing onto resources and in and out of boxes, however, in the toddler room there are fewer resources to allow this to happen and so staff overlook opportunities to fully develop children's large movement skills and to promote balance and coordination. The outdoor area is well resourced and children benefit from freely accessing different activities outside as children wish. The staff fully understand the importance of supporting young children to develop their skills in using information and communication technology. For example, younger children have fun playing with the small world activities that have flaps, buttons and lights and older children independently access the computers to help them learn to make of what everyday information and communication technology has to offer.

Children enjoy their time with the staff and take part in a range of exciting activities. The activities are planned in advance but there is appropriate flexibility to ensure children have free choice. All activities successfully reflect children's individual interests. For example, they have an interest in a superhero, therefore, children are given time to access the superhero resources. The staff extend this further by using information books about

spiders and the webs that spiders make. The staff support their learning with good quality interactions. Children enjoy exploring the play dough and adding pasta and beans to it. All children explore the paint with interest, giving meanings to the marks they paint and this supports their emerging writing skills.

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

Overall, children are safe, secure, happy, confident and obviously enjoy their time at the day nursery. Young children develop attachments with their key person and other staff. They are given regular comfort and cuddles when needed. The key person system ensures that staff know their key children. Overall, staff are good role models and provide a calm, caring environment for the children. As a result, children behave well and play cooperatively with their friends.

The nursery is generally well organised with staff deployed appropriately for most of the time. However on occasions, such as when staff go on the school run, albeit for a short period of time, the contingencies that are in place in relation to deployment of staff are not always implemented successfully. As a result, adult to child ratios are not fully adhered to at this time and this impacts on the level of support and supervision children can receive. Resources are accessible to children enabling them to make independent play choices. Children have good safety awareness, for instance, they remind each other of why it is important to walk indoors by using key term, such as 'Walking feet'. Children take good care of their own personal needs. For instance, they use the bathroom independently by washing their hands at appropriate times. Good awareness to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy healthy lunches and snacks, such as, fruit, vegetables and breadsticks, this is all homemade and the setting has a 10 day menu rota to ensure they get plenty of variety. Children enjoy fresh air and exercise. Children delight in using the local community for trips and outings which further promotes aspects of their physical play. For example, regular trips to the park support children's physical development and enrich their understanding of the wider world.

The relationship between the staff, the children and their parents is effective in ensuring consistent care for all children. Children feel protected because they form secure emotional attachments. Children behave very well and cooperate with each other through play. They smile and laugh freely and as they get older, they begin to enjoy sitting closely to the staff to look at books. This gives children a strong base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are inquisitive learners who contribute well in games, circle time and activities. Older children are assertive in voicing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning. Children are taught about going to school and are beginning to understand they do not stay at the setting forever.

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

Overall, children's welfare is generally promoted appropriately, although, there are weaknesses in how staff are deployed at certain times of the day and this impacts on how well those in charge ensure that legal requirements relating to adult to child ratios are maintained. However, this occurs for a very short period and children are always safe and secure. Staff have a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. All documentation is correctly maintained and used to help in the daily operation of the setting. Children play in a secure environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager has a sound understanding of her role in meeting the learning and development requirements, including the extent to which she monitors the planning. She has been working closely with the local authority to develop practice and provision. Staff have regular supervisions and appraisals and the manager is supporting staff to have consistent quality teaching throughout the setting. There is a suitable programme of training available to staff. The process for self-evaluation within the setting includes the views of staff, parents and children. This allows everyone to be involved. New ideas and suggestions are implemented from this process. The manager has a vision for the setting and is committed to improving with priorities and actions to meet, improving care and the provision for all children.

Partnerships with parents and other professionals are good, which supports children's individual needs and helps children make good progress. Parents are encouraged into the setting to discuss their child's day and they have access to their child's development file to involve them in their learning. Parents use words such as fantastic, good, positive and happy to describe what they think about the service this setting provides. The setting works together with the local authority early years team to make improvements to practice. Partnerships with children's services and other specialists are in place to help staff support individual children when needed.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY420311
Local authority	Doncaster
Inspection number	949922
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	54
Name of provider	Clever Clogs Day Nursery Ltd
Date of previous inspection	05/07/2011
Telephone number	01302 215 243

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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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