

Clever Clowns Day Nursery

283 Hollyhedge Road, Gatley, CHEADLE, Cheshire, M22 4QR

Inspection date	18/02/2014
Previous inspection date	28/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children's safety and security is a priority in the setting and staff demonstrate a comprehensive understanding of how to protect children's welfare due to effective training.
- Staff plan interesting activities to support all aspects of children's learning, drawing on a range of information to do this, including observations and accurate assessments of children's progress.
- Parents are confident to contribute to the evaluation of the nursery because they see that the nursery implements positive changes as a result.
- Children are happy and confident in all rooms, and staff demonstrate a good understanding of strategies to help them learn to manage their feelings and behaviour.

It is not yet outstanding because

- Ways to help all parents be confident to offer their own observations to support the planning and assessment process for children's learning have not been fully explored, and the impact of using information about children's progress in groups is too recently introduced for its effect on future staff training and children's learning to be ascertained.
- The use of natural materials in the outdoor area is not optimised to help children's social, communication and physical development through imaginative play.

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

- A range of information available about the nursery was reviewed by the inspector, to prepare for the inspection.
- The inspector toured the premises.
- Evidence of suitability and qualifications of staff and others associated with the nursery was checked.
- Observations of childcare staff and their interactions with children were carried out throughout the day.
- The inspector held a meeting with the manager and the deputy manager and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector and the manager.
- The inspector examined a selection of documentation related to children's learning and welfare, along with the nursery's plans for self-evaluation and improvement.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Clever Clowns Day Nursery registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned by an individual. The nursery operates from three rooms and associated facilities on both floors of a converted semi-detached house in the Wythenshawe area of Manchester. There is an enclosed outdoor play area at the rear of the premises.

The nursery opens Monday to Friday, from 7.30am until 6pm, with the exception of the Christmas period, bank holidays and staff training days. The nursery employs 10 members of childcare staff, including the manager who has an Early Years Foundation Degree. Four staff are qualified at level 3 in childcare and one at level 2. There are currently 37 children on roll attending for a variety of sessions, who are all within the early years age range. The nursery offers funded early education to three- and four-years olds. It receives support and advice 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:

- extend the ways to help all parents maximise the contribution they can make in order to further personalise the planning for their child
- explore ways to enable children to make broader choices of activity in the outdoor area, including extending the use of natural materials to help develop children's communication and language through imaginative play
- embed and evaluate the recently implemented methods to enhance the ways in which the nursery identifies individuals and groups of children for whom timely interventions can both prevent future difficulties and/or maximise their learning.

Inspection judgements

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

Children make good progress in their learning, because staff have a high level of awareness of how individual children in their key groups learn and then build on this. Staff make plans for inclusive activities based on their observations of what individual children can do and use information about their interests to help motivate them in their learning. Parents are encouraged to contribute ideas to the planning for their children's learning on

a regular basis. However, the nursery has not yet developed ways for all parents to recognise the valuable contribution they can make by offering their own observations on their children's learning to support planning and assessment. The nursery makes some use of ways for them to directly engage with their children's learning, such as by borrowing books and a 'take-home toy' with a diary for drawings, photographs and captions. Parents particularly praise the nursery for the variety of outings it offers to pre-school children to enrich their learning experiences. For example, children go to post letters or to parks and playgrounds as well as visiting various city centre museums and the regional airport. The educational programmes consequently have depth and breadth and are well-matched to children's ages and stages due to the breadth of information they draw on. Parents can take children's learning records home in order to read them and stay well-informed about children's welfare and activities. The nursery also holds regular meetings over the year between parents and key persons to discuss children's progress. Observations are made frequently by staff on children's learning and these are compared to expected developmental milestones for children's ages. As a result, assessments are made of children's learning, through tracking their progress in detail, from their starting points. This enables staff to see if progress is as expected, above, or below that for children's age and stage of development. Consequently, staff are able to address any gaps in learning that may become apparent, so that early intervention can help support greater future progress. The nursery has implemented the progress check at age two and these assessments are thorough, in order to plan for children's next steps in learning in detail. Recently, the manager has begun to analyse the progress of cohorts of children in rooms to make strategic decisions about planning for future staff training in order to further raise children's achievement. She has also begun to evaluate how this can be used to group children more effectively in order to help them maximise their progress. However, this is too recently implemented for its impact to be evaluated. The manager, who is the special educational needs coordinator, demonstrates a good awareness of the importance of multi-agency working with parents' permission when it is recognised that children's learning needs require specialist intervention.

Staff help babies and very young children to engage in exploratory play using a variety of objects and media. For example, both rooms have 'treasure baskets' containing small objects of different textures and origins, with some being synthetic and some that are natural, such as pine cones. Staff sit with children as they handle and investigate these and tell children what they are called. This helps babies to learn single words and broadens the vocabulary they have heard. Staff use describing words, such as 'soft' or 'smooth' when talking about the feel of objects or media to help babies learn which sensations are linked to different textures. Staff show babies how to make marks in shaving foam, as part of learning that their actions can cause an effect. This also supports babies' developing fine manipulative skills as preparation for later learning to write. The staff hide objects in the foam to help babies develop 'object permanence' so that they learn that an object may still be in the same place they last saw it but that it needs uncovering to be seen. This supports babies' earliest learning about number. For older babies, staff emphasise the colours of the plastic animals they find in the foam, further developing their knowledge of words. The baby room has plenty of suitable furniture for babies to practise pulling themselves up to standing, and low-level mirrors to help babies recognise their own reflection to gain a sense of self. Overall, the staff interaction and the environment provide good support for babies' social, physical and communication

development.

In the room for children aged two years and above, staff offer exciting activities, such as ones that support children's early experience of science and materials. For example, they plan activities to show children how some liquids cannot mix, until other ingredients are added. Children are encouraged to help pour in the food colouring, water and oil, and staff draw their attention to the two layers of liquid, intriguing them. Children are supported to add spoonfuls of effervescent salts to the liquids and to talk about what they see happening. Staff offer other resources, such as glitter to put in some of the mixtures and then discuss why these do not produce as much foam. This means that children can listen to staff thinking aloud about reasons for what has happened, which extends children's ability to think and speak in full sentences. When children make play dough, staff ask them the names of the ingredients they use and also when else they might use some of them, to develop children's recall and critical thinking. Children are keen to show staff their knowledge of the links with baking, and enjoy adjusting the amounts of flour and water until their dough is of the right consistency as they mix. They shape the dough and cut it, developing their smaller muscle skills, whilst using their imagination to pretend they are making a variety of objects, including cakes. As a result, children's progress is well-supported in this room due to the high quality of activities offered and they are well prepared for future learning, such as at school.

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

The nursery uses a key person system in order to support children's emotional welfare, and these staff show comprehensive knowledge of children, their routines and their interests. Key persons, therefore, provide effective support for children's emotional well-being, which consequently facilitates children's learning. Each child has an additional key person to provide continuity for their emotional well-being if staff are absent or leave. Babies demonstrate self-confidence by exploring the space and resources thoroughly, and children in the room for aged two- to four-year-olds, are confident to ask staff for help setting out resources, such as to make collages. Children learn to share and be confident, positive behaviour is appropriately encouraged through good role modelling by staff to help them learn to manage their feelings.

When children join the nursery, detailed information regarding their health, routines, significant people, preferences and any comfort objects is obtained from parents. Parents receive comprehensive written information about their children's care and activities as staff complete individual sheets for children each day. Staff also exchange information verbally with parents at handover times and this is written in a staff 'communication book' kept in each room so that staff starting work at different times of the day are well-informed to support children's welfare. Moves within the nursery are smoothly managed, with plenty of discussion with parents to support children prior to changing rooms. A flexible approach to the length of time for visits required, based on individual needs, is taken for moves between the rooms to maintain children's emotional well-being. Detailed information to enable children's new key persons to settle them rapidly is passed on at meetings, such as their interests and dislikes, along with their most recent progress in

learning. The nursery passes comprehensive information to children's next settings, including schools when they leave, in order to support future progress. They also invite children's future key persons or teachers into the nursery to observe children in surroundings familiar to them, to further support this.

Resources and toys are highly accessible and consequently, children develop independence because they are able to select what to play with. The nursery provides an outdoor environment, which gives children opportunities to take reasonable risk in their play, with careful supervision, such as climbing or stepping on tree trunk sections. Children have opportunities to pedal on tricycles or push on scooters so that they learn to enjoy exercise and develop their whole-body coordination. However, use of the outdoor area for children to learn using natural materials in their play is not maximised. For example, for imaginative activities like den-building, which extend children's manipulative, communication and social skills. Children show a good level of self-care and are able to manage their personal hygiene appropriate to their age and stage of development. Staff talk to children about the importance of maintaining effective hygiene routines, such as keeping their noses clean and washing their hands afterwards, and as a result, children learn why they should do this. For example, children explain that if they don't clean their hands before eating, they may catch germs that can make them ill. Meals are healthy, and children have independent access to water over the day. This means that children receive a balanced diet and learn to manage their own needs for drinks. All areas of the nursery are clean and there are effective procedures for staff to help prevent the spread of any germs, such as at nappy changes. Robust practical measures, such as safety gates with bolts inaccessible to children and radiator covers are used to help prevent accidents. An intercom and a keypad are used on the main door to the nursery, to protect children by preventing unauthorised access to the building. Staff deployment is observed to be effective to support children's welfare and learning, because children are always supervised indoors and outside at ratios stipulated by statutory requirements, or better than these.

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

The inspection was prioritised after an investigation by Ofsted, which was carried out due to a notification by the provider regarding an allegation against a member of staff. Ofsted found that the managers and owner had taken swift and effective measures to resolve the issues, which had led to the allegation and the provider remains registered with Ofsted. Risk assessments and daily safety checks are detailed and regularly reviewed to enable children to play safely, on the premises as well as on outings in the local area and further afield. Staff now demonstrate a good understanding of how to manage any concerns they may have about a child's welfare due to a comprehensive knowledge of safeguarding and whistleblowing procedures. This is as a result of recent externally delivered re-training for the whole staff. All managers and staff are checked and vetted for suitability to work with children and are required to make regular declarations regarding their ongoing suitability. Documentation related to statutory requirements is completed to support the safe and effective running of the nursery, including a policy for the safe use of devices with

cameras, on the premises, such as mobile phones.

There is a comprehensive range of policies and procedures in place to underpin a good standard of care and learning for all children in the nursery. For example, there is a detailed policy to support the staff's management of children's behaviour. As a result, children are observed to behave well, because staff have an understanding of effective ways to help them learn to manage their feelings and behaviour. For example, by working with parents to write individual behaviour management plans that support continuity of approach, between home and the nursery, if children show repeated unwanted behaviours. Responsibilities of staff and managers are clearly defined and recently reviewed to ensure that staff understand the high expectations for their practice. Procedures for recruitment and induction are rigorous to ensure that a suitable and enthusiastic staff team is maintained. Staff are supported to identify areas where they would like more training through regular whole staff meetings, and also through their fortnightly supervision meetings. The manager demonstrates a good understanding of when to implement additional staff performance management measures, such as specific training for individuals and groups of staff in order to address any perceived underperformance. There is also a programme of observations on staff in place to enable managers to provide constructive feedback and any other actions necessary to maintain an effective staff team.

Staff plan educational programmes based on the needs of individual children, which offer effective challenge for their age and stage of development. These are comprehensively monitored to ensure the quality and consistency of observations, planning and assessment to support children's learning. For example, the managers check the daily plans made for each room. As a result, children are making progress that is age-appropriate or better. Where there are delays identified in children's progress, effective action is taken to resolve this, including working in partnership with parents and external agencies. The nursery has established warm and effective partnerships with parents, who praise it for its continuous improvement, including by taking into account views. This is facilitated because parents have opportunities to contribute to the nursery's plans for development both through verbal and written means. Staff have regular opportunities to share information with managers for the evaluation process at whole staff meetings and appraisals. There are effective links with the local authority's early years quality team and their evaluations are incorporated into the planning for enhancing practice. Overall, the nursery's managers show a strong commitment to bringing about continuous improvement through evaluation. This is demonstrated by how they have addressed all recommendations from the previous inspection, as well as by taking rapid action after the recent notification to Ofsted.

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	EY361171
Local authority	Stockport
Inspection number	952140
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	37
Name of provider	Sharon Marie Makin
Date of previous inspection	28/03/2011
Telephone number	0161 428 5414

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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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