

Cleverkidz

Tithe Farm Road, Houghton Regis, DUNSTABLE, Bedfordshire, LU5 5JB

Inspection date	02/04/2014
Previous inspection date	04/12/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	Requires Improvement
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff demonstrate an insufficient knowledge and understanding of the Early Years Foundation Stage and the areas of learning are not consistently delivered throughout the nursery. Teaching is inadequate and there is ineffective monitoring of the learning and development requirements. Consequently, children make inadequate progress given their starting points.
- Staff fail to assess the development of children aged two to three years and children's independence is not effectively promoted and therefore, children are not challenged. Children's behaviour is not consistently promoted and the key person system is ineffective. Consequently, some children do not build sufficient bonds and attachments.
- The Early Years Foundation Stage safeguarding and welfare requirements are not met because staffing and supervision arrangements are not effective in meeting the required staff-to-child ratios at all times. As a result, children's safety is compromised.
- Leadership and management is weak because staff and student practice is not monitored by the nursery owners and the managers are not monitored through appraisals. Consequently, training needs are not identified and continuous improvement is not secured.

It has the following strengths

- Partnerships with parents are sound and parents are warmly greeted by staff. Children's physical development is supported with daily opportunities for outside 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.

Inspection activities

- The inspector observed activities throughout the nursery and talked with the owner, management, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of other documentation, including safeguarding and accident procedures and some room registers.
- The inspector took account of the views of some parents, through discussion during the inspection.

Inspector

Jo Rowley

Full report

Information about the setting

Cleverkidz was registered in 2004 and is on the Early Years Register. It operates from purpose-built premises within the grounds of Tithe Farm Lower School in Houghton Regis, Bedfordshire. The nursery is operated by Cleverkidz Limited. It is accessible to all children and there are enclosed areas available for outdoor play. The nursery opens Monday to Friday, from 7am until 6pm, all year round, with the exception of two weeks at Christmas and bank holidays. Children attend for a variety of sessions. There are currently 87 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one at level 2. One of the managers is working towards a qualification at level 5.

What the setting needs to do to improve further

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

- ensure that all areas of learning are delivered through planned, purposeful play to ensure that the individual needs, interests and stage of development is known for each child. Use this to plan challenging and enjoyable experiences for them
- ensure that staff and students receive the necessary training and development to ensure that they are able to offer a continually improving and quality learning experience for every child. Monitor the learning and development requirements to ensure that children are making progress
- ensure that the progress check at age two is completed for all children in that age group to identify their strengths and any areas where progress is less than expected and share a written summary with parents
- ensure that children have good opportunities to be independent, with particular reference to serving themselves at meal times
- implement a behaviour management policy with procedures that all staff are aware of and are able to consistently promote
- ensure that each child is assigned a key person and that each parent knows who their child's key person is. Tailor each child's care to meet their individual needs, help the child become familiar with the setting and promote a settled relationship for the child and their parents
- ensure that staffing arrangements meet the needs of all children to ensure that they are safe and deploy staff effectively to meet supervision requirements and ensure that children's needs are met
- ensure that regular appraisals are carried out on the management to identify any training needs, and secure opportunities for continued professional development for staff.

Inspection judgements

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

Staff demonstrate a poor understanding of the Early Years Foundation Stage learning and development requirements and do not plan a range of activities and experiences to consistently promote children's development. Some observations are carried out on

children as they play and some staff identify the next steps in their learning. For example, children in the room for three- to five-year-olds enjoy an activity using foam, which supports their literacy skills as they practise writing the letters of their name. However, younger children in the room for two- to three-year-olds do not always take part in activities that promote their learning and development. For example, children using paint are not effectively supported or encouraged by all staff involved in the activity and this means that although they make marks with paint they learn very little. As a result, the learning experiences provided are not matched to children's needs and do not provide sufficient challenge. Children are not provided with a consistent range of stimulating or challenging activities or experiences because staff do not know enough about how to incorporate children's next steps in learning through planned, purposeful play. Teaching is poor, staff do not know enough about the children's individual needs or stage of development in order for them to plan enjoyable experiences to promote their learning and development. Additionally, the progress check at age two is not consistently completed for all children and this means that staff are unable to target necessary support and intervention to support them in making progress. As a result, children do not reach expected levels of development.

Children over two-years-old are not consistently challenged in the activities they take part in because staff do so much for them. For example, in the room for two- to three-year-olds staff get the paper, aprons and paint while children sit and wait at the painting table and there is little encouragement for them to be independent. Older children in the room for three- to five-year-olds are slightly more encouraged as they help themselves to aprons when they want to use the water and make choices about their play. For example, a group of children choose to create their own maze around the pre-school room with a range of wooden blocks and bricks. Additionally, children's readiness for school is emerging in the room for three- to five-year-olds as staff question them appropriately, encouraging them to think further. For example, as children explore the feel and texture of ice staff ask questions, such as 'can you tell me how it feels?' and 'why do you think it is melting?'. Children respond with their suggestions and enjoy this particular activity as they talk about how cold their hands feel when they are holding the ice. Opportunities for children to develop their physical skills are promoted as they enjoy regular outside play. They use a wide range of static equipment and make sound use of the additional resources, such as bikes and balls. Some staff join in with the children outside and they enjoy games together, for example, children actively take part in 'the farmer's in his den' game and they respond positively to the staffs' interaction outside.

Children's communication and language skills, including those with English as an additional language, are generally supported. Children have individual name cards and opportunities to explore stories and books in the base rooms, with staff or independently. Children who speak English as an additional language are supported because staff have a range of key words in their home language and there are posters around the nursery to support a range of different languages. However, there are missed opportunities for children to practise writing their names. For example, children's names are written on their artwork by staff. As a result, children's independence is limited and opportunities to practise writing are not consistently encouraged. Children's personal, social and emotional development is generally supported as staff congratulate children for 'good climbing' and 'great rolling'. However, some staff talk to children in a detrimental way and this impacts

negatively on their personal, social and emotional development. Partnerships with parents are sound and staff request as much information as possible from parents, when children start at the nursery, to support them in finding out their starting points. Staff work with parents to ensure that positive links are encouraged and relationships are formed to support children from their first day at the nursery. Parents are requested to share their stories from home and they share ongoing information with staff on a day-to-day basis during drop-off and collection times. Information regarding children's development is shared, with children's portfolios sent home on occasions for parents to see. As a result, parents are encouraged to support their children's learning.

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

Children's behaviour is inappropriately managed by some staff because they demonstrate a lack of understanding of the nursery's behaviour management policy. This means that when children behave in a challenging way some staff deal with it differently and on occasions this is negative and inappropriate. Consequently, children are not consistently learning about appropriate ways in which to behave. Young babies are cared for in a calming environment where their individual needs are warmly met and staff consistently promote their ability to make relationships. As a result, their emotional well-being is supported. Staffing across the rest of the nursery is sometimes changed to cover staff sickness or when staff leave and this impacts on the ability of children making strong bonds with staff. Some children have positive relationships with staff as they clearly enjoy their interaction outside, while other children do not appear to have strong attachments with any staff. As a result, older children's emotional well-being is not effectively supported. Opportunities for children to be independent at meal times are poor. For example, the tables are set with everything they need, the water poured and the meal served before children have even sat down. Once they have eaten, everything is cleared for them by staff. As a result, children are not given opportunities to be independent.

The key person system is not effective in ensuring that children's care is tailored to their individual needs and their relationships with key staff are not promoted. For example, although all children have a key person this often changes due to a high turnover of staff. This means that children and parents do not build strong bonds with key staff to support children in the nursery. Additionally, not all parents are aware of their child's key person and this means the consistency of working together to support children's learning is weak. Furthermore, because of the weak key person system the development of children's personal, social and emotional development, with regard to settling-in or moving on to school is less effective. Partnerships with parents to support children's care needs are generally sound and some parents spoken to during the inspection stated that their children were happy and looked forward to coming to the nursery.

Children are encouraged to access fresh air on a daily basis as they make sound use of the outside area. They are regularly encouraged to wash their hands before meal times and are supported by staff as they sing a 'germs are dirty' song to reinforce their understanding of why they need to do this. The nursery cook provides a wide range of healthy meals on site and children's individual dietary needs are met. Children's safety and their understanding of personal risks is sound, for example, staff remind children in the

outside area to be mindful of others as they run or ride their bikes. Additionally, inside the nursery most staff give children an explanation about why, for example, they should not lean back on their chairs. As a result, children's understanding of risk and their personal safety is supported. Children access a range of age- and stage-appropriate resources which are stored in named boxes. Young babies have freedom to explore a range of resources in their base room which is separated to promote the well-being and safety of non-walking babies.

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

This inspection was a priority inspection brought forward by Ofsted following concerns raised about the staff-to-child ratios and an unannounced inspection was carried out. Arrangements for safeguarding children are inadequate because it was found that the required staffing did not meet the needs of children attending with regard to staff-to-child ratios. Additionally, staff do not promote or follow the Early Years Foundation Stage safeguarding and welfare requirements. For example, the progress check at age two is not consistently completed, the key person system is not effective and the learning and development requirements are not monitored. As a result, some legal requirements for the Early Years Register are not met and children's safety and well-being are compromised. Staff demonstrate some awareness of what to do if they have concerns relating to child protection and there is a written statement of procedures to follow, which they can access. The nursery has a mobile phone policy, a smoking policy and staff are aware of the policy with regards to hot drinks remaining in the office or the staff room only, to safeguard children. One of the two managers has completed advanced training for safeguarding and takes designated responsibility if concerns arise. The nursery owner has satisfactory recruitment processes in place, including the checking of references, to ensure that staff are suitable to be employed. Disclosure and Barring Service checks are completed for all staff and those working, while waiting for their checks, are aware of what they can and cannot do around the nursery. Accident and medication records are in place and these are signed by parents to confirm awareness of the accident and detail any treatment given.

Staff attend a range of training individually or with colleagues and this is then cascaded to other staff during their regular staff meetings. However, staff demonstrate a poor knowledge and understanding of the Early Years Foundation Stage and this impacts negatively on their teaching because they do not fully understand the framework. The two managers carry out regular monitoring of children's portfolios and observe practice within the nursery. However, they do not themselves receive regular supervision or appraisals with the owners of the nursery and therefore their training and professional development needs are not identified. Additionally, the monitoring of students is not effective and this results in some students demonstrating poor practice. Teaching is inadequate and the impact on children's learning and development is negative. This means that children are not reaching expected stages of development and gaps in their learning are not narrowed.

Partnerships with parents are sound because staff generally support parents and children through regular discussions. The staff share children's portfolios with parents and feed

back what children are doing at the setting on a daily basis. Children's views are listened to through day-to-day activities and on occasions staff do follow the lead of children's interests. For example, in the room for three- to five-year-olds the children have recently enjoyed a topic about volcanoes and dinosaurs. They took part in a range of activities and listened to stories about how dinosaurs lived and what happens to volcanoes, which was initiated by a group of children demonstrating an interest in dinosaurs. Staff evaluate the activities verbally at staff meetings, discuss policies and areas for improvement, in line with the nursery's ongoing action plan for continuous improvement. Partnerships with other agencies are sound with nursery management and staff having positive relationships with the local neighbourhood centre where links with health visitors and speech therapists are promoted. The nursery has been unsuccessful in building links with the local primary school but demonstrate positive steps to continue trying to build relationships here. Additionally, relationships with other settings delivering the Statutory framework for the Early Years Foundation Stage are not currently required because children do not attend any other settings. However, during discussion the managers demonstrate a clear understanding of why engaging in professional working relationships benefits children and helps to promote their learning and development.

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	EY278278
Local authority	Central Bedfordshire
Inspection number	966383
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	79
Number of children on roll	87
Name of provider	Cleverkidz Limited
Date of previous inspection	04/12/2013
Telephone number	01582 868000

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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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Piccadilly Gate
Store St
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M1 2WD

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