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Our Reference EY278278

Dear Cleverkidz Limited

Monitoring for provision judged as inadequate

An Ofsted inspector, Kelly Eyre, monitored your provision on 19/06/2014 following your inspection where the provision was judged to be inadequate.

Outcome of monitoring

As a result of our inspection on 02/04/2014, we sent you a notice to improve. If you were set actions at the inspection, or as a result of our subsequent monitoring or investigations, these are included at the end of this letter unless we have already verified that they have been completed.

During the monitoring visit the inspector talked with the setting managers and the local authority Early Years Adviser about the steps taken to address the actions raised in the notice to improve. She talked with staff and students and observed activities and staff interaction with children, both inside and in the outdoor play areas. The inspector looked at action plans, self-evaluation information, assessment and activity planning, staff supervision and training plans and the behaviour management policy. In addition, the inspector looked at monitoring procedures, key-person information and the information provided for parents.

The inspector found that the setting managers have worked with staff to develop a practical action plan to support them in prioritising and addressing the issues raised at your last inspection. The setting has also welcomed the support offered by the local authority Early Years Adviser. The inspector found that managers have appropriate procedures to evaluate daily practice at the setting and the impact this has on children. This has supported them in looking at how to address the areas for improvement identified at the last inspection. The inspector noted that the setting's ongoing evaluation of practice also helps to ensure that the changes made are sustainable and support the continued development of the provision for children.

The managers have worked with the local authority Early Years Adviser to develop the planning procedures. These are now more securely based on children's interests and next developmental steps. Managers have supported staff in understanding the new planning procedures and implementing them. This means that staff offer children activities that interest them and promote their individual development in each area of learning. Managers have recognised that staff need ongoing support to ensure that this practice is embedded over time.

The inspector found that new procedures and a checklist ensure that progress checks for children between the ages of two and three years are now consistently carried out. Staff involve parents in these checks and make sure that they receive a written copy of the report. These checks support staff in assessing children's progress, planning their next steps in learning and identifying any areas where children may require further support.

The appraisal system has been extended so that managers now have regular appraisals, enabling them to identify their training needs and develop their professional practice. This means that they are able to support staff and develop the setting so that the provision for children improves. The introduction of a clear training plan for all staff and students means that they are appropriately supported in attending further training. This enables staff to improve their own practice and so improve their interactions with children in order to promote their development. In addition to this, children's progress is now better monitored. Managers have implemented clear procedures to support them in checking each child's portfolio on a regular basis. This means that they are now better able to support staff in identifying children's next steps and in feeding these into the planning.

The inspector found that new procedures at mealtimes have been introduced so that children's independence is appropriately promoted. For example, older children now help set the tables, serve some of the food and then help tidy away afterwards. Feedback from staff has been positive and they state that children now show a greater desire to try things for themselves. Similarly, the introduction of new procedures means that children's behaviour is now more consistently managed and they are appropriately supported in understanding how to manage this themselves. Behaviour management is now discussed at regular staff meetings. The managers also work with staff in each of the base rooms, helping them to develop and use appropriate techniques for each of the age groups. Managers monitor this area and again have recognised that staff need support in maintaining their confidence so that their practice remains consistent over time.

The inspector found that managers have made sure that parents are now aware of their child's key person. Clear lists are displayed in each room and the key person is introduced to the parents when the child first starts at the setting. Staff then work

with parents to plan the settling-in process, according to the child's needs. Key persons then make sure that they are aware of children's ongoing needs and that these are met each day. In order to strengthen the relationship between staff and parents, managers have now introduced clear procedures that enable parents to update staff about their child's development at home. Further to this, they have also introduced information sheets for parents. These explain the current planning in each room and offer ideas for activities to try at home.

Staffing arrangements have been reviewed and a 'Deployment schedule' has been introduced. You detailed how this is used to plan appropriate numbers of staff, according to the number of children expected each day. It also details staff deployment in each area of the setting throughout the day. This means that children's needs are met as staff are now readily available at relevant times. Children's safety is also promoted as they are appropriately supervised.

Having considered all the evidence, the inspector is of the opinion that the setting has taken prompt and effective action to address the points for improvement.

Next steps

The next step will be a full inspection.

I hope that you have found the visit helpful in promoting improvement in your setting. If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson
National Director, Early Education

Actions

Action	Due date	Closed date
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	30/04/2014	19/06/2014
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	30/04/2014	19/06/2014
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	30/04/2014	19/06/2014
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	30/04/2014	19/06/2014
ensure that children have good opportunities to be independent, with particular reference to serving themselves at meal times	30/04/2014	19/06/2014
implement a behaviour management policy with procedures that all staff are aware of and are able to consistently promote	30/04/2014	19/06/2014
ensure that staffing arrangements meet	30/04/2014	19/06/2014

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. 30/04/2014 19/06/2014