

Clever Cloggs Day Nursery

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

Inspection date

05/06/2014

Previous inspection date

21/08/2013

The quality and standards of the early years provision

This inspection:

4

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	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

- Children's well-being is compromised because the required adult-to-child ratios are not consistently maintained throughout the day. In addition, the provider is unable to demonstrate that the legal requirement for adult-to-child ratios is met over time.
- Not all the staff have a clear understanding of their roles and responsibilities; as a result, they are unable to promptly act when situations arise. For example, a breach in the safeguarding and welfare requirements was not immediately addressed, and this had a negative impact on children's safety and well-being at the nursery.
- The teaching strategies require improvement in the pre-school room because children are not consistently able to follow their own interests and extend their ideas. In addition, children lack the opportunities to develop their literacy and technology skills have not been fully explored.

It has the following strengths

- The partnership with parents is positive and effective links exist with local schools to promote continuity in children's learning and development.
- Children are offered a wide variety of interesting learning experiences through outdoor 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

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the registered provider.
- The inspector held discussions with the registered provider, manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, reviewed the self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full report

Information about the setting

Clever Cloggs Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings run by the same owners. It operates from two-storey purpose-built premises in Takeley, Essex. Children are cared for in six playrooms and have access to enclosed areas for outdoor play. The nursery serves the immediate locality and the surrounding areas. There are currently 26 staff working directly with the children. Of these, 15 staff hold qualifications at level 3 and there are 10 staff who hold qualifications at level 2. The nursery also employs a cook and a cleaner. The nursery opens Monday to Friday, all year round. Opening times are from 7am until 7pm. Children attend for a variety of sessions and some access out of school care. There are currently 178 children attending who are within the early years age group. There are also 25 children attending the out of school club. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that the staff-to-child ratios are met at all times.

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

- increase opportunities for children to lead their own play, follow their own interests and extend their own ideas in the pre-school room.

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

- develop children's literacy skills, for example by providing materials for them to practise their early writing skills meaningfully within their role play
- improve opportunities and extend resources to support children's interest in exploring and investigating technology.

Inspection judgements

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

The staff have developed a suitable knowledge of the learning and development requirements of the Early Years Foundation Stage. They understand how children and babies learn and provide a suitable range of experiences linked to all areas of learning. An interesting blend of free play, alongside planned adult-led activities is offered in most of the playrooms and in the outdoor area. Babies and younger children have plenty of opportunities to explore tactile or messy materials, which they can investigate and make sense of in their own time. However, teaching strategies for the older children require improvement. Since the last inspection, low-level partitions and gates have been erected in the largest pre-school room. Although this gives children some opportunities to concentrate in calm play spaces, it does mean that sometimes the routine is heavily adult-led as they are directed by staff to play in certain areas. This means that children have limited opportunities to make decisions, follow their own interests and expand on their own ideas because their access to some areas is restricted. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported. There are visual prompts and welcoming displays using the home languages of the children that attend. Staff are fully aware of the individual needs of children and receive input from other professionals, so are appropriately working together to form targets for further development.

Interaction between the staff and children is sensitive and friendly. The staff interact warmly with babies and toddlers using language, facial expressions and gestures, clapping when a baby achieves and always using plenty of praise and encouragement. Older children confidently talk to staff about events at home, and staff use carefully formed questions that encourage children to think and give interesting answers. In addition, the older children have easy access to their development record books so that they can reminisce, discuss and keep ideas in mind of their previous activities. As a result, children and babies become confident communicators and are inquisitive about the activities on offer. Assessment of the children's achievements is appropriately used to inform future learning experiences. Initial observations are made of children's starting points on entry to the nursery and these also include parents' views about what their children can do. This means that staff can suitably track children's progress from a secure baseline. Regular summary reports and the required progress checks when a child is between the age of two and three years, are successfully shared with parents. As a result, parents are frequently updated with information about their child's learning and they can agree where to focus support for children's continued development at home. Consequently, children make steady progress in their learning and development.

Staff ensure that children develop the appropriate skills they need in readiness for starting school. Children's personal and independence skills are developing well. They remain curious and interested, mostly able to resist distractions and join their friends in larger group activities. Children learn about numbers and shapes through conversations and access to games and puzzles. However, not all children have access to working or undamaged resources that inspire them to investigate and discover more about

technology. This limits their exploration of technology. Children look at books for pleasure and develop their awareness of letter sounds when taking part in circle-time activities. They learn to recognise their name cards and have suitable opportunities to develop their literacy skills by accessing materials on the writing table. Although children develop strong pencil control, they do not consistently have opportunities to experiment with writing for different purposes; for example, by writing notes or lists during role play. Children have plenty of opportunities to develop their understanding of the natural world. For example, they are fascinated by the pets in the nursery, help to grow herbs or investigate bugs and mini beasts in the garden.

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

Children's well-being is at risk because the required adult-to-child ratios are not consistently met throughout the day. This means that the staff are overly stretched while delivering activities, dealing with domestic tasks and trying to ensure all children and babies remain happy and settled. The majority of children and babies enter the nursery confidently and develop warm bonds with the staff. However, children who are upset or less certain are not always offered the sensitive comfort they initially need to help them feel secure. Parents supply useful information on the settling-in forms when babies and children first start. This helps the staff get to know and start to understand their medical or care needs and their routines. In addition, when children change rooms the staff make sure they become familiar with the new people caring for them through introductory visits and by sharing progress reports and key information with the new key person. Despite a recent turnover of staff, every child has a named key person, who parents say they can talk to when they need to share information from home.

The nursery has a range of initiatives they use during the summer term to support children to prepare for school. For example, the staff read story books about starting school, uniforms are supplied for dressing up and Reception teachers come for visits to meet the children. This means that children become familiar with new routines and their new carers prior to transferring to full-time education. Throughout the nursery, the staff ensure that children are appropriately developing their self-care and independence skills. Babies learn to feed themselves and older children pour their own drinks and serve their food. The older children are also very willing to help staff with simple tasks, such as preparing the tables for lunchtime. There are plenty of opportunities to support the children's physical development. The baby rooms are well organised with sturdy, low-level furniture so that babies and toddlers can easily pull themselves up to a standing position. In addition, the youngest children have access to soft play equipment so they can develop their skills when crawling, climbing and balancing. All children have the chance to play outside in the fresh air at various times during the day. The well-equipped outdoor areas provide ample space for children to play energetically and exercise. As a result, children enthusiastically demonstrate their coordination and balancing skills when they build and walk along raised platforms, and they confidently steer wheeled toys to avoid obstacles and each other.

Children's health is promoted effectively. They are provided with nutritionally balanced meals and snacks and any special individual dietary requirements are specifically catered

for. Children follow suitable hygiene routines. Nappy changing and toilet training are sensitively carried out to ensure the babies and youngest children preserve their dignity. Any accidents are managed effectively because staff hold first-aid certificates. The staff keep clear accident records and parents sign to acknowledge the entry. Children learn about the need for responsible behaviour and taking care of themselves. They know that they need to wear sun hats and apply sun lotion when they go outside to protect their skin from burning in hot weather. Staff gently remind children to sit properly on chairs because they may slip off and they learn to carefully walk up and down the stairs while holding onto the handrail. Fire drills are regularly practised so that children and staff can swiftly evacuate the premises in an emergency. Children are beginning to learn right from wrong as the staff team suitably support them to understand their expectations for good behaviour. For example, staff explain to children why they need to be kind to one another, share their toys and use good table manners. Consequently, the older children learn to resolve conflicts and disagreements by themselves.

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

The inspection was carried out following information received that raised concerns about the staffing arrangements and the level of care provided by the nursery. The inspection found that the adult-to-child staffing ratios do not consistently meet the legal requirements. At times, there are insufficient staff to cover lunch breaks and staff absence, such as holidays. In addition, the leaders in each room are not promptly informing the manager when children of differing ages move from one room to another, to ensure that the required adult-to-child ratio of staff working directly with children is maintained. Although staff from the sister nursery settings sometimes step in to provide cover, there is a delay in obtaining their help. This means that staffing arrangements do not consistently ensure the safety and supervision of all children. This has previously been a breach of requirement, but the provider and manager have not consistently addressed this. The staff team has a reasonable understanding of their responsibilities in relation to child protection issues, such as recognising the symptoms of abuse and neglect. All the required written policies are in place, and adequate risk assessment is undertaken to ensure that the premises and outdoor area remain safe. The registered provider complete the relevant background checks to ensure their suitability, before they are left unsupervised with the children.

Since the last inspection the action relating to risk assessments has been satisfactorily addressed. All parts of the premises and equipment are now consistently clean and safe for children and any hazardous items are stored out of children's reach. The manager and staff are constantly looking at how they can improve learning experiences for children. The structural changes in the playrooms have resulted in the youngest children being offered a calmer environment, where they can play in smaller groups. The focus on improving the outdoor provision has resulted in a wider range of experiences that capture children's imagination and invite them to use their exploratory skills. Regular supervision and appraisals support staff development through varied training opportunities and there are now staff working towards higher qualifications. Regular monitoring of assessment and planning mean that children's individual needs are met and the next steps in their learning

identified to ensure steady progress. The staff know the steps to take if they feel a child is falling behind, such as seeking additional support for the child. Partnerships with other professionals help to support improvements in children's learning and development. The staff are receptive to advice and suggestions about how to improve practice from the local authority advisers.

Parents and carers are kept appropriately informed about the nursery and their children's routines through daily discussions with key persons, written diaries and display boards. In addition, weekly memos are emailed to keep parents updated on the activities in each room. Parents have the opportunity to join a committee, where they can make suggestions and share their views about the nursery. Parents are complimentary about the nursery, appreciate the friendly support of the staff and recognise the progress their children are making. The professional working relationships with local schools help to ensure seamless moves from nursery into full-time education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY409684
Local authority	Essex
Inspection number	977071
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	145
Number of children on roll	203
Name of provider	Clever Cloggs Nursery Ltd
Date of previous inspection	21/08/2013
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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