

Carisbrook "Clever Cloggs" Day Care

Inspection report for early years provision

Unique reference number

EY298283

Inspection date

13/07/2010

Inspector

Fiona Robinson

Setting address

Clevercloggs Pre-School, Wellington Road, Newport, Isle of Wight, PO30 5QT

Telephone number

01983 821557

Email

clevercloggs@talktalkbusiness.net

Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

Carisbrooke 'Clever Cloggs' Pre-School operates from a purpose-built nursery unit attached to Carisbrooke C.E. Primary School, Newport, Isle of Wight. It was first registered in 2004. The accommodation includes a large room, kitchen, office, staff room, separate toilets and an outside play area. There is ramped disability access to the building. The setting is open from 8.45am to 3.00pm, Monday to Friday, term time only.

The provision is registered for 40 children, aged from two years to under five years. There are currently 95 children on roll, of whom 67 are funded. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting is registered on the Early Years Register.

There are 13 members of staff, all of whom hold appropriate early years qualifications. There are close links with the Early Years Development worker, the Early Years team and the Children's Centre manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provision at Carisbrooke 'Clever Cloggs' Pre-School is outstanding. Children enjoy all the activities and achieve well because they are fully included in everything the setting does. Staff have excellent links with parents and carers, and the host school within an atmosphere of strong community spirit. Children are very well-cared for in a warm, welcoming and stimulating environment. The managers and staff have an outstanding knowledge of the setting's strengths and areas for improvement and demonstrate an excellent capacity for future improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the use of technology in activities and for recording children's experiences

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding, because staff have an excellent knowledge of safeguarding and child protection procedures. Staff are very knowledgeable about children in their care and are vigilant and aware of how to seek advice. Comprehensive policies and procedures are fully implemented to ensure children

are safeguarded from harm or neglect. Risk assessments are carried out regularly to ensure risks are minimised. There are robust staff recruitment and vetting procedures in place. Parents are familiar with the rigorous procedures for the collection of children. Staff are deployed very effectively to ensure children are fully supervised at all times. The security within the setting is excellent and the outdoor environment is fully enclosed and maintained to a high standard.

The partnership with parents and carers is outstanding and they are welcomed into the setting every day. They are kept fully informed of special events and fundraising activities through comprehensive newsletters and notices on the parents' notice board. They consider the staff are very friendly and approachable and work hard to give their children an excellent start towards their school life in a fun-filled learning environment. They are provided with purposeful and informative documentation about the provision. A very positive approach to and relationship with families and children is achieved through the key person system. Staff share the children's learning journeys with them on a regular basis. Parents' evenings are held twice a year and workshops are fun for parents to help them to support their children's learning. Partnerships with the host school are excellent and the pre-school benefits from the use of the outdoor environment and resources. There are excellent links with staff in the Early Years Foundation Stage to ensure children have a smooth transition to full-time education. There are outstanding, well-established links with outside agencies to support children with special educational needs and/or disabilities.

The pre-school is very well led and managed. They have a very clear idea of strengths and areas for development and there are excellent self-evaluation processes in place. Currently, they are developing the use of technology in the setting such as the interactive whiteboard and the digital camera for recording children's experiences. Excellent progress has been made since the previous inspection in developing the indoor areas for the pre-school. The staff have excellent opportunities for staff development and regularly attend staff meetings and training. They follow an induction programme which prepares them well for their work. Regular appraisal of staff is carried out. Staff promote equality and diversity actively to ensure children are fully integrated in a wide range of well-resourced activities. Imaginative and effective use is made of resources to meet the children's needs. The views of parents and children are valued and taken into consideration when planning for improvement. The managers and staff demonstrate an excellent capacity to improve in the future through strong teamwork and the ability to build up high quality provision in a fun environment.

The quality and standards of the early years provision and outcomes for children

There is very well-organised, purposeful play both indoors and outdoors. Staff value children's ideas and include these in the planning and activities. Staff evaluate their planning carefully and use the information gained to plan further learning experiences to help children to build on their existing skills. Excellent support is provided for all children, including those with special educational needs and/or disabilities. All children achieve well and make good progress across all

areas of learning.

Children behave very well, because staff are excellent role models with high expectations of behaviour. They show high levels of care and concern for one another and share resources sensibly. They willingly help to tidy away equipment and prepare snacks for snack time. Children have excellent relationships with one another. They are well motivated by a wide range of activities in an exciting, stimulating environment.

Children enjoy physical exercise and have valuable opportunities to play indoors and outdoors. They make independent choices and enjoy running, climbing and jumping over apparatus. They are keen to crawl through tunnels and ride their pedalled vehicles. Children develop an excellent understanding of keeping healthy and safe. Staff use a range of activities to promote the benefits of exercise and healthy eating. Children have healthy snacks and enjoy sociable mealtimes at the snack bar. They learn to use equipment safely as they make fruit and vegetable kebabs. They make sensible choices when they select toppings for their mini pizzas. They benefit from talks on safety from policemen and firemen and are very familiar with the fire evacuation procedures, which they practise regularly.

The children are very keen to come to pre-school and respond very well to the care and support they are given. They enjoy growing carrots, lettuces, spring onions, potatoes, strawberries and raspberries in their outdoor area. They show an interest in making dens and searching for dinosaur footprints. They tunefully sing their pirate song and search for treasure. Most can count up to ten and beyond with confidence and identify shapes such as squares, triangles, circles and rectangles. They are confident to make decisions, explore and investigate. They enjoy listening to stories such as 'The Rainbow Fish'. They recognise their names and most know how to write them. Opportunities to use the computer and programmable toys are welcomed; however, the staff have identified the need to extend the use of technology in the setting. Children enjoy creating collages out of shells and pebbles and learn about different countries and cultures as part of their World Cup topic. Festivals such as the Chinese New Year, Easter and American Independence Day enrich their experiences and they willingly taste food from different countries. Speech and language skills are developed well as they listen to the story of 'Billy Goats Gruff'. They are proud of their Wishing Well rules for positive behaviour and enjoy going for sensory walks along the lane. They regularly take part in fundraising activities such as the Walk the Wight Charity event. Overall, children are very well prepared for their next stage in learning in this exciting, stimulating environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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