

Clowns Childrens Centre Clay Cross

Clowns Children's Centre Clay Cross, Stretton Road, Clay Cross, Chesterfield, S45 9AQ

Inspection date	12/08/2014
Previous inspection date	03/10/2011

The quality and standards of the early years provision	This inspection: 1	
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Arrangements for safeguarding are firmly embedded in practice. Strong policies and procedures are consistently implemented to promote children's safety and welfare exceptionally well.
- Practitioners plan exceptional educational programmes that ignite the interests of children of all ages. The quality of teaching is exemplary, with particular reference to children's communication and language; personal, social and emotional development. As a result, children make exceptional progress in their learning and development.
- Excellent partnerships, both with parents and other professionals, ensure that children's individual needs are recognised and given the utmost priority.
- Children bond exceptionally well with their key person and form very secure emotional attachments. They show an excellent level of independence and confidence for their age, as a result of exemplary staff practice and a highly effective learning environment.
- The manager and practitioners are truly passionate and dedicated to their work and value opportunities for professional development. The drive for improvement is uncompromising in their endeavour to improve learning outcomes for all children.

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 practitioners and children interacting during activities both indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
The inspector looked at various documents, including policies and procedures,
- children's records, evidence of the suitability of practitioners and safeguarding procedures.
- The inspector viewed a sample of the children's development records.
- The inspector spoke to parents to obtain their views on how the nursery meets the children's needs.

Inspector

Ruth Moore

Full report

Information about the setting

Clowns Childrens Centre Clay Cross was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of six nurseries owned by Clowns Nurseries Limited. It operates from a purpose-built, single-storey building in the Clay Cross area of Derbyshire. Children have access to three playrooms and associated facilities including toilets, and a secure outdoor play space. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 69 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 12 practitioners working directly with the children, all of whom have an appropriate early years qualification at level 3. The nursery receives support from the local authority and it is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- build even further on the excellent opportunities to learn about diversity and culture by providing even more inspiring learning opportunities for children.

Inspection judgements

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

Children are extremely interested in learning and they are very confident. They are very successfully supported by practitioners, who have an excellent understanding of the Early Years Foundation Stage. As a result, children make outstanding progress across all areas of learning during their time at the nursery. Practitioners place a sharp focus on the three prime areas of learning during the settling-in period. For example, children are enthusiastically engaged in conversation to effectively support their communication and language skills. They receive strong support for their physical, personal, social and emotional development to allow them to fully investigate the dynamic environment. Consequently, all children make significant progress from their initial starting points. Practitioners have very high expectations for children. As children grow in confidence and ability within the three prime areas, practitioners use their excellent understanding of how children develop, to place an equal focus on all seven areas of learning. For example, the rich environment, indoors and outdoors and a wealth of resources are organised to provide optimal challenge during children's incidental play. Practitioners work exceptionally well together to ensure children benefit from an educational programme that clearly fosters opportunities for active learning and for them to create and think critically. They are highly skilled in playing alongside children, using language to help them to make links between ideas and what they should do next. Practitioners are able to use their

comprehensive knowledge of the progress that children make to identify any gaps in their development and address them through early intervention and involvement from other agencies to progress their learning. They are fully aware of the need to complete the children's progress check between the age of two and three years and to provide parents with a written summary of their progress in each of the prime areas of learning.

Teaching techniques are rich, varied and imaginative across the nursery because practitioners notice what arouses children's natural curiosity. They ensure that they provide sufficient time and space for children to become deeply involved in their learning. Children enjoy variety and challenge in all activities and show high levels of independence and curiosity as they play. For example, practitioners skilfully question children and are imaginative in teaching and helping them to explore the concept of size, shape and number as they build a castle during role play. A highly inclusive approach to children's learning is evident and they make choices and decisions about their play and learning throughout the day. Children are given time to think and respond to questions in their own time. This helps children to develop skills and achieve their goals. For example, when younger children are drawing using chalks, one child asks the practitioner to draw her father. The practitioner asks the child to describe what their father looks like. This supports the children to express themselves and to make excellent progress in their personal, social and emotional development.

Observation and assessment systems are highly focused and there is a meticulous approach to planning, which is based on children's interests, ideas and developmental needs. For children attending the setting with special educational needs and/or disabilities, individual education and play plans are exceptionally well targeted and implemented within daily activities and routines to ensure children make as much progress as they can from their starting points. Planning evolves each day, and reflects observations of individual children during activities and their planned next steps in learning. Practitioners listen with genuine interest to children and show them that they value their contributions and suggestions. They are committed, dedicated and enthusiastic in their roles and enjoy working with children and their families. Practitioners are decidedly competent in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Interaction between practitioners and every child is extremely strong. Children are exceptionally well prepared for the next stages in their learning and they are very effectively supported in their transition into school. Partnerships with parents are well promoted because the practitioners actively encourage them to be involved in their child's learning. A highly detailed range of information is gathered from parents at the children's settling-in visits, which enable them to settle quickly. Children's ongoing excellent progress and development are enthusiastically shared with parents on a daily basis. Parents are supported in extending children's learning at home as highly motivated practitioners give suggestions as to what they can focus on in the home environment to support their child's learning further. Practitioners hold parents' evenings to provide parents with a more formal opportunity to speak with their child's key person about their progress. Parents' contributions are highly valued and play an important part in helping practitioners to gain the most accurate picture of a child's all-round development. Parents are extremely complimentary about the nursery and the impact it has on their child's excellent progress. These robust partnerships enable children to make exceptional progress, as a result of consistency and coherence.

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

A well-established and extremely effective key-person system is in place throughout the nursery. Practitioners get to know children and their families extremely well. They develop a deep appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a high standard. This helps children to form secure emotional attachments and provides parents with a familiar person with whom to share information regarding their child. Children's emotional development is continually promoted as they develop secure, trusting relationships with practitioners. This enables children to feel safe and secure within the setting. For example, babies are cuddled and held close when carrying out activities. They smile as their key person makes eye contact and talks to them in a loving and gentle manner. Soft furnishings in the baby room provide young children with a home-from-home environment to help them to settle. Older children's emotional well-being is also very effectively supported as they move on through the rooms in the nursery. Practitioners are able to plan effectively for each child from the beginning, based on thorough discussions and written information obtained from parents to find out about their strengths and interests. Parents receive a very detailed account of their child's day on a written sheet at collection time, so that they are always aware of all aspects of their care and the learning that has taken place. Excellent relationships have formed with local schools that children attend. Reception teachers visit the setting and liaise closely with key persons regarding children's well-being and development prior to starting school. Children are extremely relaxed and confident due to the excellent nurturing and care from practitioners. As a result, children are confident about their new adventures.

Children's behaviour is exemplary. This is a result of the high levels of engagement children have in their activities that are exceptionally well planned and facilitated by practitioners. For example, they share and take turns within the activities. Children are polite and listen to and follow practitioners' requests. Older children take turns spontaneously and treat others with respect as they talk politely to their peers. Practitioners are consistent in their approach of reinforcing positive behaviour and act as superb role models. All children show a strong sense of belonging in the nursery as they move freely in the environment. The walls in the playrooms display photographs of the children's family members and the children's creative work. This boosts children's self-esteem and creates a sense of belonging. Children are happy, extremely confident and they have fun in the highly stimulating learning environment. They use an excellent range of high-quality resources, which practitioners label very clearly. This means that children can confidently help themselves to resources, which interest them.

Children develop a superior understanding of the importance of living a healthy lifestyle. At mealtimes, children's independence skills are considered a high priority. Children over two-years-old are supported to serve their own food from dishes and help themselves to freely available water, pouring their own drinks when they are thirsty. They manage this very competently. There are high standards in place with regard to personal care routines. For example, practitioners provide children with one-to-one opportunities when developing their hygiene skills; they model hand washing and set very high standards of hygiene

when children use the toilets. Practitioners provide an exciting learning environment, both indoors and outdoors and children spend time outside daily. Superb resources cover every aspect of learning and are easily accessible. This means that children, who prefer to learn outdoors, have the same opportunities to challenge their all-round development, while meeting their individual learning needs. Children gain an exceptional awareness of how to keep themselves healthy and safe. They practise the emergency evacuation procedure, in case they need to leave the premises unexpectedly. Risk assessments are methodical and regularly updated to reflect any changes in the environment. Practitioners are vigilant and supervise the children extremely well.

The nursery significantly enhances all aspects of the children's social skills by actively promoting and demonstrating a positive attitude towards others. Children learn about similarity and difference as other cultures are explored during festivals, such as Chinese New Year, Easter and Diwali. There is scope, however, to build even further on the very good opportunities for children to learn about diversity through a wider range of inspiring learning opportunities. For example, by using open-ended resources to enable children to lead their own learning. Children also attend a variety of community settings on a regular basis in the local area, including the local shops and the library, to encourage them to develop their understanding of the world. Consequently, children are making excellent relationships and developing their superb social skills in preparation for the later move onto school.

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

The manager and practitioners have an exemplary understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. High priority is given to safeguarding children and there is an excellent range of regularly reviewed policies and procedures to ensure their welfare and safety. Safeguarding policies and procedures are comprehensively understood by practitioners and designated individuals. Practitioners demonstrate an exemplary level of commitment to promoting children's safety and well-being at all times. Safeguarding information is displayed prominently in the nursery, which ensures that parents are fully informed about the role of the setting with regard to protecting children. Comprehensive and robust risk assessments cover all aspects of the premises. Children are supervised at all times and practitioners show exceptional vigilance. Access to the premises is extremely closely monitored by a finger print recognition electronic system and practitioners show rigour in ensuring doors and gates are bolted and locked as they come into and go out of the nursery and outside play area. The identity of visitors is checked and there are clear boundaries around the use of cameras and mobile telephones. As a result, the nursery's practice is exemplary in underpinning children's safety and welfare. The monitoring of all aspects of practice to inform continuous improvement is rigorous. This includes the educational programmes to ensure they have sufficient depth, breadth and challenge and reflect the aptitudes, needs and interests of the children, together with an assessment of the quality of teaching and learning overall. Children, who have special educational needs and/or disabilities, are quickly identified and interventions are provided through very effective partnerships with other agencies. As a result, strategies ensure that all children make excellent progress for

their age and stage of development.

Leadership and management are outstanding and teamwork is superb. High aspirations are shared among everyone involved with the setting. Fully embedded continuous improvement and self-evaluation means that the setting offers children excellent care and education. The setting has very robust recruitment, vetting and induction procedures in place to ensure practitioners' suitability to work with children. The manager and practitioners are supported very effectively, as they are linked to an experienced company manager, who can provide support and guidance. The management team frequently review their procedures to fully ensure practitioners' ongoing suitability to continue in their role. They continually reflect on practice and review how well they are working to meet children's needs and keep them safe. Very successful supervision meetings and annual appraisals take place to ensure a clear focus on safeguarding, high-quality care and education and practitioners' professional development.

Practitioners value highly the excellent partnerships they establish. Parents and carers are exceptionally well informed about how the provision operates and their child's progress, achievements and daily experiences. Practitioners welcome feedback and provide open and transparent communications systems. As a result, children develop the skills necessary for future life and make outstanding progress in all aspects of their learning and development. Parents and carers speak exceedingly highly about the setting, the management and practitioner team. Partnerships with other professionals are equally robust. Practitioners are proactive in seeking expert help and support from health and social care professionals to ensure that children and families receive the support they need.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY313151
Local authority	Derbyshire
Inspection number	849012
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	69
Name of provider	Clowns Children's Centres Limited
Date of previous inspection	03/10/2011
Telephone number	01246250044

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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