

Clip Clop Day Nursery

Clifton House, 41 Old Station Road, Newmarket, Suffolk, CB8 8QE



Inspection date

16 February 2015

Previous inspection date

15 August 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Throughout the nursery, attention to meeting the learning and development needs of all children, in relation to the Early Years Foundation Stage, is good. Assessment for learning is embedded in staff practice and they all demonstrate a very good understanding of how young children learn through play and by having opportunities to investigate for themselves.
- Children's well-being is considered a high priority for the nursery. Staff work exceedingly well with parents and carers to ensure that important information is shared. This includes how they can safely and effectively meet each child's specific learning, dietary, medical or religious needs.
- Monitoring systems for the recruitment of staff are robust. Management make sure that only adults suitable to work with the children are employed. Ongoing supervision and appraisals ensure that staff development is promoted. In addition, update checks about the continued suitability of staff are undertaken to safeguard children.
- Attention to reflective practice means that the staff and managers continue to work as a team, promoting continuous improvement. As this process takes into account the ongoing views of parents, carers and children, overall practice reflects the changing care needs of each family.

It is not yet outstanding because:

- Staff do not take full advantage of opportunities to explore information communication technology. This does not fully support children in developing a broader understanding of the use of technology in their everyday world.
- Staff do not always optimise the sharing of information and hands-on learning opportunities with the schools children move on to, to support a consistently seamless experience for pre-school children.

What the setting needs to do to improve further

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

- provide more activities and opportunities to enrich teaching and children's learning in technology to the optimum and enable them to fully explore it's use in their everyday lives
- make better use of partnership working with receiving primary schools, to enhance opportunities for the pre-school children to prepare for moves in to the Reception class.

Inspection activities

- The inspector observed general play and the snack and lunch time routines. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspector undertook a discussion with the manager in relation to observations of the children's play, learning and progress.
- The inspector reviewed the provider's self-evaluation plans.

Inspector

Lynn Clements

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff across the nursery interact and demonstrate good teaching practice. For example, staff provide babies with an environment that facilitates their physical development. They enable them to roll, crawl and stretch or pull themselves up to standing, using the strategically placed furniture and equipment. In the toddler room, children enjoy learning how to communicate efficiently as staff encourage their communication skills. Children have the time to listen and think about their response and staff ask enquiring questions to extend their developing ideas further. Staff challenge the pre-school children and extend their critical thinking, encouraging them to solve problems independently. However, there are fewer resources and activities in place to fully support children's exploration of technology in its differing forms. Children throughout the nursery are supported as they make moves on to the next stage in their learning. Staff have not yet considered more innovative ways of preparing pre-school children for the move to school. For example, children do not have access to resources, such as photograph books of their new school, or items of the various uniforms when dressing up.

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

Staff understand that different age groups and abilities require different support and approaches. They clearly adapt activities, enabling all children to join in and make good progress towards the early learning goals. Where gaps in learning are identified, additional support from other professionals is sought. This approach enables them to identify targets and access specialist equipment, if required, so that those gaps are minimised or closed. This particularly supports children with special educational needs or those who speak English as an additional language. Care across the nursery is very good. Children interact warmly with staff and each other. They learn to share and take turns, playing harmoniously together and establishing good behaviour and consideration to others. Children are clearly supported in raising their levels of self-esteem and confidence, which impacts very positively on their overall well-being. This prepares them emotionally for future moves within the nursery or on to school.

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

The provider and managers ensure that the safety of children is paramount. Staff induction and ongoing supervision makes certain that staff continue to work effectively and appropriately with the children. Attention to training, including first aid and child protection, means that staff can provide suitable care in the event of an accident or concern. Partnerships with parents are good. Parents speak very highly of all staff, finding them supportive and friendly. They like being kept updated about their children's learning and development. They say this helps them to know what their children enjoy and enables them to build on this at home.

Setting details

Unique reference number	EY410405
Local authority	Suffolk
Inspection number	879688
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	88
Name of provider	Clip Clop Day Nursery Limited
Date of previous inspection	15 August 2011
Telephone number	01638 664405

Clip Clop Day Nursery was registered in 2011. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, two at level 2 and one member of staff is qualified to degree level. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. They also provide breakfast and after school care for children up to five years of age.

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