

Inspection date

23 March 2015

Previous inspection date

9 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Outstanding	1
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

- The nursery is managed well. There is a targeted training programme for staff. This provides them with skills to support them in their roles. As a result, the quality of teaching is good.
- Staff plan interesting activities that children enjoy taking part in. They also make accurate assessments of children's development and share this information effectively with parents.
- The nursery staff support children's transitions within the nursery and into school extremely effectively. As a result, children are very well prepared for school and the next stages in their learning.
- Safeguarding is given the highest priority within the nursery. Staff are extremely knowledgeable about how to keep children protected from abuse and neglect. As a result, children's safety within the nursery is assured.
- Staff have developed strong partnerships with outside professionals. This enables them to provide very good support for children with special educational needs and/or disabilities.
- Children's individual care needs are met exceptionally well. Staff communicate very effectively with parents to ensure that important information is shared with them consistently.

It is not yet outstanding because:

- Staff do not make the best use of group learning times, particularly in the pre-school room.
- The use of natural resources is not consistently offered, particularly in the baby room.

What the setting needs to do to improve further

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

- take account of children's differing levels of ability and make better use of group times to offer more appropriate challenge, for example, by encouraging the pre-school children to share their personal experiences
- increase opportunities for younger children and babies to explore different textures more consistently, for example, by offering more natural resources and materials.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed activities in all the playrooms and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector checked policies and evidence of the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents at appropriate times throughout the inspection.
- The inspector held a meeting with the manager/provider.

Inspector

Ben Hartley

Inspection findings

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

The overall quality of teaching in the nursery is consistently good and all children make good progress in their learning. This means that children acquire key skills that support their readiness for school. Staff skilfully support children's play and make meaningful contributions to extend it. For example, children perform the actions and recall the key sayings from a familiar story with support from a member of staff. This engages children and enables them to use their imagination within their free play. Staff within the pre-school room use appropriate strategies to extend children's ability to think critically for themselves. However, staff do not always consider the differentiation in teaching when working with a larger group of children. This is particularly evident with the wide age range in the pre-school group. Children enjoy playing with resources, such as sand and water. There are fewer opportunities for younger children and babies to explore materials with different textures.

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

There is a high quality, stimulating environment both inside and outside. As a result, children are highly engaged in their learning. The outdoor environment is used well to support children's learning and extend children's physical development. For example, there is a row of tyres of different sizes and at various levels. This supports children's physical development very well, encouraging them to move themselves and the equipment, in different ways. Staff then skilfully support children to enable them to take more risks and become increasingly independent. Children make very secure and meaningful attachments with adults and have developed close friendships with their peers. This has a very positive effect on their emotional development, and enables them to play and explore with a great deal of confidence. Staff are deployed well which helps to ensure that children are supervised very effectively to maintain their safety and allow them to explore freely. Staff manage children's behaviour very positively and children behave in a very positive manner. The environment is extremely calm and focused on children's learning.

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

The management team has a strong understand of the legal requirements of the Early Years Foundation Stage and ensures that the overall quality of the nursery is high. There are stringent monitoring strategies in place to consistently review the quality of the educational programme and teaching. The manager undertakes regular observations of staff teaching and appraisals to assess their overall performance. This helps staff to identify strong areas of their practice and identify some areas to develop further. It also enables them to discuss any training needs. The manager consistently reviews the practice of the nursery and strives to make improvements. This has a positive effect on the overall quality of the practice, and ensures that areas for development continue to be identified and improved. The management team has an embedded policy relating to the recruitment and induction of new staff. This helps to ensure that only suitable adults are recruited.

Setting details

Unique reference number	EY440982
Local authority	Norfolk
Inspection number	854092
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	39
Number of children on roll	84
Name of provider	Cleverclogs (Norwich) Limited
Date of previous inspection	9 July 2012
Telephone number	01603 742592

Cleverclogs was registered in 2011. The nursery employs 16 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 2 and above. This includes a member of staff who holds Early Years Professional status and another who holds Qualified Teacher Status. The nursery opens from 7.45am to 6pm all year round, except bank holidays. The nursery provides funded early education for three- and four-year-old children.

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