

Clever Clogs Day Nursery Ltd

186 Sandringham Road, Doncaster, South Yorkshire, DN2 5JE



Inspection date

Previous inspection date

27 April 2015

17 February 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always gather sufficient information from parents about their child's starting points. Therefore, initial assessments are not always accurate and staff cannot plan activities that challenge children from the start.
- The quality of teaching is variable. Some staff do not consider the range of resources available, or how activities can be reshaped to maintain children's interest. As a result, some experiences are mundane and children are not always motivated to learn.
- Staff do not plan effectively for the youngest children at some times of the day. Although there are sufficient staff, activities during these times have little focus. Consequently, some children wander aimlessly and are restless.

It has the following strengths

- Parents are welcomed in the setting and they feel they have good relationships with staff. Information about children's activities is shared with them so they know what their child has enjoyed.
- Staff have an appropriate understanding of signs that might indicate a child is at risk from harm or abuse. There are clear lines of accountability within the nursery. Information displayed in the nursery ensures staff know who to report to, if they have concerns about a child or an adult.
- Children in the preschool room independently access a wide range of resources that reflect the seven areas of learning. Areas are planned to promote exploration and allow children to follow their interests.

What the setting needs to do to improve further

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

- obtain information about starting points in children's learning from all parents, so staff have a thorough understanding of each child's learning needs from the outset, thus ensuring that initial assessments of children's development are accurate and educational programmes are tailored to children's individual needs from the start
- make sure the youngest children are involved in play and supported by good interactions with staff so that they do not become restless and unsettled when they are waiting to be collected by their parents
- improve the quality of teaching to ensure all staff plan interesting and enjoyable experiences that support children to make good progress in all areas of learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and out.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager, who is also the provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Activities in the nursery are mostly child-led, which means children make choices about their play and follow their interests. However, some adult-led activities are not planned well, so they are boring and do not stimulate children. For example, staff do not consider the wide range of resources that can be used to promote early-writing skills. Not all staff gather information from parents about the skills children already have when they enter the nursery. Therefore, learning experiences are not consistently tailored to children's individual needs, to promote their good progress from the start. Staff encourage communication and language skills through their interactions. For instance, staff sing with children and chat to them during mealtimes. They support children who speak English as an additional language by helping them to recognise simple words. Older children learn to problem solve during construction activities. This helps children gain some of the skills to support their future learning. Progress checks for children aged between two and three years are completed and shared with parents. Staff are proactive in seeking support from other professionals, where gaps in children's development are identified. Staff share information about children's progress when they move on to school. This promotes continuity in their learning.

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

Staff are deployed so that children have adequate supervision to keep them safe. Staff help children to settle at the start of each session, which helps children to feel emotionally secure. However, staff do not plan activities effectively for some times of the day. Consequently, children who are waiting to be collected at the end of the session are not occupied in purposeful play. This results in some children becoming restless. Staff provide a safe environment by risk assessing and minimising hazards. Children are encouraged to be independent and develop self-care skills. Healthy lifestyles are promoted well through daily routines. A wide range of healthy snacks and nutritious meals are provided. Children enjoy being physically active in the outdoor area. They demonstrate through their play that they understand how to keep themselves safe. Children's behaviour is managed appropriately. Staff calmly reinforce boundaries and explain to children why some behaviour is not acceptable. Staff support children to build relationships with their peers. This helps to prepare children emotionally for the move on to school or other settings.

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

Arrangements in place to protect children are effective. Managers have a suitable understanding of the learning and development requirements. Partnerships with other professionals are established. The provider assesses the provision and monitors children's progress. Weaknesses in practice are being addressed through mentoring and further training. Although the staff team are qualified, the quality of teaching is not consistently good throughout the nursery. As a result, children make steady, rather than good, progress.

Setting details

Unique reference number	EY420311
Local authority	Doncaster
Inspection number	1010480
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	74
Name of provider	Clever Clogs Day Nursery Ltd
Date of previous inspection	17 February 2014
Telephone number	01302 215 243

Clever Clogs Day Nursery was registered in 2011. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

