

Clever Clogs Preschool

Main Road, Hawkwell, Hockley, Essex, SS5 4EH



Inspection date

29 April 2015

Previous inspection date

18 November 2009

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		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

- Teaching is very good because staff provide a wide range of activities that promote children's learning effectively. Children are enthusiastic, active learners who are keen to explore and investigate independently, both indoors and outside.
- Support for children with special educational needs and/or disabilities is extremely good. Focused meetings help parents, staff and other professionals work together to support children's individual needs effectively.
- Staff are positive role models and they effectively manage children's behaviour. Children learn to cooperate and play harmoniously. As a result, children develop confidence and their self-esteem is promoted.
- Children are safeguarded effectively. Robust processes are in place to ensure that all staff have a secure understanding of child protection procedures, so they can act appropriately to safeguard children.
- Partnerships with local schools and other early years providers are well established. This supports children in their move to their next learning environment.

It is not yet outstanding because:

- Staff do not maximise all opportunities to reinforce children's awareness of good hygiene routines.
- Monitoring is not totally effective in ensuring that assessment is consistently precise and every parent has comprehensive information about the level of their children's progress.

What the setting needs to do to improve further

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

- enhance children's awareness of good hygiene routines, for example, by reviewing the arrangements for children to wash their hands after art-and-craft activities
- strengthen the monitoring and tracking of the already good assessment process to ensure it consistently provides, right from the start, a more sharply focused picture of the level of every child's development, to enable staff and parents to work together to accelerate children's progress.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

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

Children are consulted about many aspects of the provision and enjoy choosing their own resources. They are encouraged to lead their own play, which builds their confidence and enhances their learning opportunities. As a result, children are well prepared for the next steps in their learning, including the move to school. Children's language development is very well supported. Staff use signing and spoken language, ask open-ended questions and engage in interesting conversations. Consequently, children are becoming confident communicators and interact with each other to build relationships and share ideas. Staff promote the older children's problem-solving and mathematical skills well, as they discuss size, weight, measure, numbers and colours during activities. Parents have consultations with key persons, and are given regular newsletters and reports to keep them updated on their children's learning experiences. They also become more involved in their children's learning when they are given ideas for activities and story books to share with their children at home.

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

Children are sensitively supported as they settle, and they quickly feel at ease at the pre-school. Key persons develop positive relationships with children and their parents. As a result, children arrive happy and quickly engage in their choice of play. Children have daily access to fresh air, and learn about taking safety precautions as they play outside using tools or physical-play apparatus. This means they effectively develop physical skills using a range of equipment. Children are generally developing good independence and self-care skills. However, after completing art-and-craft activities, children do not always have access to fresh water to clean their hands. This does not consistently reinforce the good hygiene routines that they follow at all other times during the day.

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

The manager and staff have a clear understanding of their responsibilities to effectively meet the requirements of the Early Years Foundation Stage. Recruitment procedures are robust and rigorous safety checks of the premises are carried out. As a result, children are effectively protected and kept secure. An established system of appraisals and staff supervision meetings ensures staff are valued and supported. This approach helps to identify further training needs, to extend children's learning. Qualified staff work alongside the less experienced staff, to enable them to have the opportunity to observe and learn from the others' skills. The manager frequently monitors teaching, observations and planning to ensure children's individual needs are met. However, there is room to enhance further the monitoring of assessment, so that the information shared with parents is even more precise and sharply focused, to make sure all children make rapid progress. Parents, spoken to on the day of the inspection, praised the levels of care and learning provided for their children.

Setting details

Unique reference number	402131
Local authority	Essex
Inspection number	855416
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	90
Name of provider	Jane Elizabeth Duboux
Date of previous inspection	18 November 2009
Telephone number	01702 205584

Clever Clogs Preschool was registered in 1993 and is one of two settings run by the same individual owner. The pre-school employs 15 members of childcare staff. Of these, two staff hold an early years qualification at level 5, seven staff hold qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school opens from Monday to Friday, for 47 weeks of the year. Opening times are from 9am to 4pm on Monday, Tuesday, Wednesday and Friday and from 9am to 1pm on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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