

<b>Inspection date</b>	31 March 2015
Previous inspection date	24 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The nursery's leadership team is effective in driving improvement. Staff demonstrate their commitment to the management team and achieving a high level of quality in all areas.
- Effective key-person arrangements enable staff and parents to work together from the start to support children's well-being. Staff form good relationships with children.
- Strong partnerships between parents and the nursery staff ensure parents are well-informed about their child's developmental progress.
- Children are kept safe because staff have a good understanding of how to safeguard children and the procedures to follow should they have a concern about a child in their care.
- The quality of teaching is good. Staff are always on hand to support and extend children's learning, recognising opportunities to promote their curiosity. Staff interact well with children to question and challenge their thinking.
- Regular, effective monitoring and evaluation of staff results in continual developments being made to enhance the quality of the provision. Staff are given good opportunities to access training and improve their practice.

### It is not yet outstanding because:

- A few staff are not fully secure in using the assessment system to identify gaps in children's learning.
- Resources are not always available to support children's learning about different cultures.

## What the setting needs to do to improve further

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

- Support staff to be able to fully implement the assessment system used so that all are confident and able to identify and assess gaps in children's learning.
- Increase resources to enhance children's' awareness of other cultures.

### Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a sample of policies, children's assessment records and planning documentation, and the nursery's self evaluation form.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.
- The inspector held a meeting with the Operations Director.

### Inspector

Lorraine Meldrum Sunter

## Inspection findings

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

Staff provide a broad range of interesting and enjoyable experiences, inside and outdoors, to effectively support children's progress across the seven areas of learning. The structure and routines of the day ensure children's learning is supported. Younger children are fascinated and show curiosity as they explore a variety of items in the treasure basket. Older children enjoy digging outside and look closely at the 'wiggly worms' they find. Staff model language effectively, introduce a wide range of vocabulary, and encourage children to make links between their experiences. Children discover how to make kites and that similar items fly in the wind. Staff teach children to count and recognise numbers, and to use mathematical language to talk about shape and size. Children have access to a variety of electronic toys and equipment such as computers and music players. Planning and assessment arrangements are clear, focused on every child's needs and interests and understood by staff. However, a few staff have yet to gain confidence in using the assessment system. Children have suitable opportunities to develop their early reading and writing skills which prepares them for moving to the next age group or starting school.

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

Children are cared for in a safe and welcoming environment. Staffing arrangements are consistent, so children become familiar with staff and form strong attachments. Children behave well because they know what is expected of them. Key persons have a good understanding of all children's individual care needs and routines, supporting their emotional security and self-esteem well. They have implemented a structured approach, which is used effectively by all staff to promote children's speech and language and help them understand their emotions. New children settle quickly through sensitive support and settling-in sessions. Staff are good role models and successfully support children to share, take turns and play cooperatively. Good focus is given to ensuring children are healthy, such as providing balanced meals at lunchtime and introducing children to new foods such as raw vegetables at snack times.

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

The management team have a good understanding of the requirements of the Early Years Foundation Stage. Effective arrangements for recruiting new staff, for regular supervision and checking staff performance have led to consistency in practice. Staff are fully supportive of the recent changes in management and the positive impact this has had on their performance. Leaders monitor staff closely and any development points are quickly recognised and tackled through targeted training and support. Management procedures for checking the quality of the provision ensure children receive a challenging range of activities. However, the setting acknowledges there is a lack of resources to promote children's awareness of understanding the world in relation to other cultures. The setting has already gone some way to apply for funding for additional resources.

## Setting details

<b>Unique reference number</b>	EY278278
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1006586
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	79
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Cleverkidz Limited
<b>Date of previous inspection</b>	24 September 2014
<b>Telephone number</b>	01582 868000

Cleverkidz was registered in 2004 and is on the Early Years Register. It is situated in purpose-built premises within the grounds of Tithe Farm Lower School in Houghton Regis, Bedfordshire. It operates from four main rooms and there is an enclosed area available for outdoor play. There are currently 12 staff working directly with the children. Of these, one holds an Advanced Diploma and one holds a Degree in Early Childhood Studies, six hold an appropriate early years qualification at level 3 on holds a L2 qualification. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and two weeks at Christmas. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 48 children attending.

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Piccadilly Gate  
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