

Clever Clogs Nursery

Downham Market Youth & Community Centre, Howdale Road, DOWNHAM MARKET,
Norfolk, PE38 9AH



Inspection date

25 June 2015

Previous inspection date

14 March 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		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

- Children learn rapidly. Adults take account of their interests to offer them challenging activities. They learn about mini-beasts by reading factual books, seeing a giant millipede, moving like insects and playing bug bingo.
- Children are active and enjoy plenty of time in the fresh air. They grow and cook vegetables, make their own soup and enjoy visits from a dental hygienist, all of which supports their understanding of how to live healthily.
- Children have fun and enjoy their time at this nursery with trusted adults who engage readily with them, supporting their learning and helping them develop interpersonal skills through their positive role modelling.
- Comprehensive policies and procedures support the work of the nursery and the joint managers work hard to develop a strong team ethos.
- Children's safety and welfare are promoted effectively as managers have revisited the team's knowledge and understanding of child protection and safeguarding. Along with other adults working at the nursery, they have updated their training to ensure children's safety is a priority consideration.

It is not yet outstanding because:

- Parents are given information about their children's learning and development, but sharing ideas to help with children's learning at home is not securely embedded within practice.
- The system in use for planning and assessment is overly complicated, which means some adults are unclear about how to use it.

What the setting needs to do to improve further

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

- simplify the assessment of children's learning and the way their progress is monitored so that all adults clearly understand what is needed in planning to maximise children's progress in the prime areas of learning
- strengthen the good partnerships with parents by routinely sharing ideas with them to support children's learning at home.

Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector observed activities taking place throughout the day and made an evaluation of teaching practice seen with the manager.
- The inspector held meetings with the joint managers and spoke with adults and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies, procedures and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working within the nursery and the provider's self-evaluation evidence.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Deborah Hunt

Inspection findings

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

The quality of teaching ensures that all children make good progress in relation to their starting points. Children learn through activities which take account of their interests and preferred learning styles. Adults ensure that varied, age-appropriate opportunities offer them challenge. Children have excellent fun as they study dinosaurs. They paint dinosaur feet, attaching strings to them, and practise walking around on them and create dinosaur footprints in the sand. They play dinosaur 'snap' and look for numbered dinosaurs on their treasure hunt, searching up high and down low. Such learning, on many levels, helps arm them with the skills they will need for school. Younger children have good opportunities to explore and investigate their environment. They have fun learning to walk on flowerpot stilts and play with sparkly sensory bottles. Children have many opportunities to become independent. They are becoming capable communicators and throughout the nursery there are resoundingly happy conversations between adults and children. Literacy, numeracy and children's imaginations develop well as they hear stories read without books or props and play bug bingo. Assessments are thorough. However, the system in use is overly complicated resulting in some adults being unclear about all aspects of their role in progressing children's learning.

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

Children feel welcome and included in the relaxed atmosphere within this nursery. Adults are good role models, who are genuinely interested in children and their families. Throughout their time at the nursery children are exceptionally well supported. Adults offer them comfort whenever it is needed and children are welcome to bring in something familiar from home. Warm relationships exist between children and their key person and enduring friendships develop with their peers. Adults manage children's behaviour sensitively and with humour, thereby promoting a calm and positive learning environment. For example, children are praised for being patient and kind to one another. Consequently, their confidence and self-esteem grows and they feel good about themselves. Children's physical skills improve as they climb, skip, pedal trikes and enjoy physical play on the recreation field opposite their building.

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

Children are safeguarded and potential risks are effectively minimised. The majority of adults are qualified and their professional development is encouraged through opportunities to attend training. Therefore, their knowledge is current and is positively reflected in the quality of teaching offered. The managers effectively monitor the quality of the educational programmes offered and team meetings, supervisions and appraisals ensure practice continually improves. As a result, children receive quality learning experiences. Parents highly recommend the nursery which they describe as being like a family run business. They are amazed at the rate of progress their children make and the development in children's language and communication skills and growing independence.

Setting details

Unique reference number	EY348390
Local authority	Norfolk
Inspection number	873474
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	58
Name of provider	Clever Clogs Nursery Partnership
Date of previous inspection	14 March 2012
Telephone number	01366 383337

Clever Clogs Day Nursery was registered in 2007. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a qualification at level 6. The nursery opens from Monday to Friday. Sessions are from 7.30am until 3pm on Mondays, Tuesdays, Thursdays and Fridays, and on Wednesdays from 7.30am until 11.30am. A breakfast club operates each day from 7.30am until 8.45am. The nursery provides funded early education for two-, three- and four-year-old children. They support children with special educational needs and/or disabilities and those who speak English as an additional language.

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

