

Clever Clogs Nursery

Cleverclogs Nursery, 114 Manchester Old Road, Middleton, MANCHESTER, M24 4DY



Inspection date

11 December 2015

Previous inspection date

15 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and deputy manager strive to continuously improve outcomes for children. They monitor and review the educational programmes and assessments thoroughly.
- Parents are effectively involved in children's learning and development. They contribute to children's ongoing assessments at nursery, and work in partnership with staff to support children's learning and individual needs.
- The quality of teaching is good. Staff engage the children in activities well and promote mathematical language and literacy during play.
- The staff have created an interesting and stimulating learning environment, both indoors and outdoors. Children independently access a wide range of resources and opportunities confidently.
- Children are happy, confident and motivated to learn. They thrive through supportive and caring relationships with their key workers.
- Children are making good progress. They are working within expectations for their age and in some cases exceed this. Children who need additional support are identified swiftly and interventions are put in place to ensure they catch up quickly.

It is not yet outstanding because:

- Managers' evaluations of staff practice and performance are in their infancy. Systems are not fully embedded to ensure the good quality of teaching continues to move towards outstanding.
- Sometimes, self-evaluation is not fully used to assess the impact of improvements on children's learning and development.

What the setting needs to do to improve further

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

- strengthen systems to monitor staff practice and performance, and ensure the quality of teaching is highly effective and continues to improve
- improve the use of self-evaluation and show the impact that changes have had on children's learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and deputy manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as staff appraisals, training documents and the self-evaluation of the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their written views in the compliments file.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff show a good understanding of potential risks to children and know what action to take if they have concerns. The majority of staff hold appropriate early years qualifications and all staff access regular professional development opportunities. Managers have introduced questionnaires to complete after training in order to monitor how staff use their new knowledge to benefit children. The managers monitor the accuracy of teaching observations and check for breadth across the Early Years Foundation Stage. The setting has strong links with other professionals, such as the early support team and speech and language therapists, to help ensure children's individual needs are met. The managers strive to continue to improve and act upon parents' and children's views effectively.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Babies are encouraged to feel textures in a book and copy simple words, such as car. In the Tweeny room the children enthusiastically join at group time as the staff model actions to use and sing clearly. This helps to promote children's effective communication skills. Pre-school children pretend to make a cafe and write the food orders independently. Staff challenge children to think about the sounds of the letters as they write. Disabled children and those with special educational needs have individual education plans. Their learning is supported by the use of visuals to show them which activities or routines will be happening next. Staff have an excellent knowledge of their key children and use this to plan activities which are well suited to their needs. Parents contribute to children's starting points and assessments with their own views. Key persons share a detailed summary of learning with parents and ideas are discussed to support learning in the home.

Personal development, behaviour and welfare are good

Children benefit from stimulating environments, for example, the music area is popular in the baby room. Messy play activities are inviting in the Tweeny room and bricks with letters on help promote literacy skills in the pre-school. The outdoor area offers opportunities to explore in the sensory garden or learn about creatures in the bug hotel. Children practise their physical skills on the obstacle course or drive the cars around the race track. Children have excellent attachments with their key persons. They are calm and happy during care routines, such as nappy changing and sleep time. Children enjoy being independent while fastening their coats and pouring drinks at mealtimes. Staff praise them for this, which helps to support their emotional well-being and self-esteem. Children are confident and behave well, following rules and instructions from staff. They are well supported by key persons when moving rooms or starting school.

Outcomes for children are good

Children are making at least typical progress from their starting points. Disabled children and those with special educational needs are supported to make steady progress, which is recorded in individual developmental journals. Children are encouraged to develop key skills which help prepare them for school, such as literacy and mathematics.

Setting details

Unique reference number	EY435007
Local authority	Rochdale
Inspection number	1028577
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	42
Number of children on roll	60
Name of provider	Catherine Alison Beech
Date of previous inspection	15 August 2013
Telephone number	01616430401

Clever Clogs Nursery was registered in 2012. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at levels 2, 3 and 5. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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