

# Clever Clogs (yarm) Ltd

Clever Clogs, 29 High Street, Yarm, TS15 9BW



## Inspection date

1 July 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
---	-------------------------	-------------	----------

	Previous inspection:	Not applicable	
--	----------------------	----------------	--

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 management team is passionate and committed to providing a high-quality service. They promote reflective practice and have strong systems in place for self-evaluation. The manager seeks the views of staff, children and parents and uses these to identify ongoing improvements.
- Partnerships with parents are well established. Good systems are in place to share information about children's development and to promote their learning at home.
- Children have formed close relationships with staff and this supports them to feel safe and secure. Staff know their key children well and respond sensitively to their individual needs. Children are supervised well.
- Staff plan a wide range of activities and learning experiences for children based on their interests and next steps in learning. Children have good opportunities to develop their understanding of maths in everyday activities as they count to ten and beyond, recognise shapes and use positional language.
- Children's communication and language skills are supported well. Staff are knowledgeable and use a wide range of strategies to help develop children's emerging speaking and language skills.

### It is not yet outstanding because:

- Staff within the toddler room, do not give enough consideration to ways they can effectively enhance opportunities for children to explore and experiment.
- At times, the manager does not maximise staff skills within the pre-school room to create even greater learning opportunities.

## What the setting needs to do to improve further

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

- provide more experiences for younger children to explore and experiment
- maximise staff's skills within the pre-school room to provide the highest quality learning.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager and 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

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular training to help update their knowledge of safeguarding. They display a very good understanding of the nursery's child protection policies and how to report any concerns. Staff take swift action when accidents occur. A full review is held of all accidents and any actions identified are addressed as a priority. They have good opportunities to attend training and most staff hold a paediatric first-aid certificate. The manager has rigorous recruitment procedures in place. There are good systems in place to support staff and monitor ratios, deployment and performance. The manager reviews the quality of interactions through peer observations, and discusses improvements during supervision and appraisal meetings. She has recently reviewed the systems for tracking and assessing children's progress. Parents are kept well informed about the nursery activities and are encouraged to contribute towards nursery life.

### Quality of teaching, learning and assessment is good

Staff are well qualified and display a good understanding of how young children learn and develop. They complete regular observations of children's learning and share learning records with parents. Staff use their assessments of progress to identify gaps in children's learning and to provide additional support where needed. Younger children have opportunities to explore with modelling materials as they make cakes and count the candles. Staff extend learning experiences outdoors and provide a good range of quality toys and equipment. Older children take part in investigations outdoors as they look for snails and bugs by confidently using the magnifying glasses. Staff encourage children to share their ideas. They provide good opportunities for children to play imaginatively as older children are engaged in making a fire engine from chairs and boxes.

### Personal development, behaviour and welfare are good

Staff help to prepare children emotionally for their future move to school. They include children in discussions and provide practical activities that help to develop some of the key skills required. Children are confident and have good opportunities to be independent. They learn about the benefits of healthy eating. Children have regular access to the outdoors and good opportunities to be physically active. Staff respond flexibly and effectively to children's care needs. They have a good understanding of children's individual learning and progress, and work with other professionals to provide the right support when necessary. Staff promote positive behaviour and use praise effectively to support children's confidence and self-esteem.

### Outcomes for children are good

Children are keen and motivated learners. They display a positive attitude to new experiences and a desire to learn. Overall, children make good progress in their learning and are well prepared for their eventual move to school. Staff support children's developing literacy skills and provide engaging opportunities for mark making. Children communicate confidently and share their opinions. They develop an understanding of how to keep themselves safe in the nursery and the wider community.

## Setting details

<b>Unique reference number</b>	EY491117
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1055181
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	48
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Clever Clogs (yarm) Ltd
<b>Registered person unique reference number</b>	RP534732
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01642780586

Clever Clogs (yarm) Ltd was registered in 2015. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. 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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

