

Inspection date	11 October 2016
Previous inspection date	18 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 dedicated and committed to ensuring that children receive a high-quality nursery experience. Various systems for self-evaluation contribute to continuous improvement and good outcomes for children. Parents comment that they are happy with the care staff provide.
- Staff use accurate observations to identify children's next steps in learning. They plan a wide range of opportunities that helps children to build on what they already know and can do. The environment, both inside and outside, is well organised and stimulating.
- Children achieve well during their time in the nursery. They develop useful skills to support their own learning. For example, children listen carefully to stories, join in with repeated phrases and develop their own ideas.
- Babies and children are cared for in a safe, secure and well-resourced environment. Children are well supported when they start in the nursery. Staff gather information from parents to help them provide the right learning environment for children and continuity of care. This helps children settle quickly and feel secure.
- Children's behaviour is good. Staff support them to be independent, to try things for themselves, take responsibility for their actions and to be considerate to others.

It is not yet outstanding because:

- Staff do not yet maximise opportunities to share information about children's progress with parents and support them to extend children's learning at home.
- Opportunities for staff to share and model good practice across the team are not yet embedded to help raise the quality of teaching even further.

What the setting needs to do to improve further

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

- strengthen arrangements for sharing detailed information with parents about their child's learning and progress and support them to extend the learning at home
- strengthen systems for staff supervisions so there are more opportunities for staff to model and share best practice across the team.

Inspection activities

- The inspector observed teaching and learning in the indoor and outdoor learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of staff suitability and qualifications.
- The inspector held a meeting with the operational managers and manager of the setting. She looked at relevant documentation, such as the nursery's self-evaluation.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff understand their roles and responsibilities to keep children safe. Staff are vigilant, well deployed and adult-to-child ratios are maintained well. Policies and procedures, including those for administering medication and dealing with any accidents, are in place, understood and effectively implemented. Recruitment and vetting procedures are robust. Staff have regular meetings with the manager and are encouraged to attend further training to enhance their practice. There are effective systems for tracking children's ongoing development. The manager regularly analyses this information to ensure all children make good progress in their learning. Links with other early years settings help staff to deliver activities that complement the learning children receive elsewhere.

Quality of teaching, learning and assessment is good

The children have a good range of exciting and stimulating activities to choose from. The flexible and relaxed approach to promoting play and learning is successful. For example, babies enjoy investigating sensory toys and musical books. Toddlers delight in sensory play. They explore the textures of play dough and make autumn collages using tissue paper as the staff model descriptive language and encourage physical skills. Staff in the pre-school room engage children in group activities, where they build a dinosaur garden. Children display high levels of self-motivation and confidence. They communicate excitedly as they fill the large container with soil, dried pasta, shells and water. They are provided with toy dinosaurs and use their imagination to extend the activity further. Staff skilfully introduce all areas of learning and ask purposeful questions.

Personal development, behaviour and welfare are good

Children are encouraged to develop self-care skills. Staff have high but realistic expectations to help children develop their independence. Children behave well and show kindness, concern and respect for others. Staff encourage children to share and take turns and this helps them to develop good personal and social skills. Children learn about their community and take part in local events. They celebrate festivals of different faiths and learn about the customs and beliefs of others. Children's healthy lifestyles are well supported. Children are active and develop good physical skills. They competently climb on tyres, run around and ride bicycles, manipulating direction and speed. Children understand about managing risks and keeping themselves safe. They enjoy healthy meals and snacks and all children engage in good hygiene practices. Children behave well and show a good ability to play cooperatively.

Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress in all areas of learning. Babies and younger children freely explore their environment and confidently try new activities. Older children's early reading skills are developing well. For example, they recognise their name written in print and are learning the sounds of letters in their name. Children are motivated and active learners who are well prepared for the next stage in their learning and school.

Setting details

Unique reference number	EY346623
Local authority	Essex
Inspection number	1074626
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 - 11
Total number of places	85
Number of children on roll	187
Name of registered person	Clever Tots Limited
Registered person unique reference number	RP526730
Date of previous inspection	18 November 2013
Telephone number	01277 849 681

Clever Tots opened in 2007. It is one of three settings privately run and managed by the same owners. The nursery is situated in Brentwood, Essex. The nursery employs 30 members of childcare staff. Of these, 27 staff have appropriate childcare qualifications ranging from level 2 to level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery cares for children who speak English as an additional language.

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