

# Clever Cloggs Day Nursery

26 Honey Road, Little Canfield, Takeley, Essex, CM6 1FF



## Inspection date

4 May 2017

Previous inspection date

26 November 2014

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

- Managers and staff use self-evaluation effectively to review practice, set targets and maintain the good level of provision.
- All children and babies make good progress from their individual starting points. They interact well with the welcoming staff and become confident, independent learners.
- Parents speak highly about the nursery. They receive regular information about their children's achievements and guidance to support children's learning at home.
- Staff place a high emphasis on children's physical health and growth. Children relish the nutritious, freshly-cooked meals and any special dietary needs are catered for.
- The nursery's strong partnership with local schools help to prepare children for the transfer to full-time education. Staff also link effectively with other professionals to provide support for children who have special educational needs and/or disabilities.

### It is not yet outstanding because:

- The current arrangements for staff support and plans for their continuing professional development are not yet ambitious enough to raise the good quality of teaching to an even higher level.
- Although management and staff have started to track and monitor the progress of different groups of children, this is not yet firmly embedded to successfully analyse any difference in children's achievement and focus sharply on helping all children make exemplary progress.

## What the setting needs to do to improve further

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

- strengthen the arrangements for the professional development of staff and provide them with further opportunities that help them enhance their practice and raise their knowledge and skills to the very highest level
- monitor the assessment records more rigorously and embed the new tracking systems that compare the progress of the different groups of children and use this information to enhance children's development to exemplary levels.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspectors carried out two joint observations with managers and discussed the progress and achievements of the children.
- The inspectors spoke with staff and children and viewed a sample of the children's development records.
- The inspectors reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspectors took account of the views of parents spoken to on the day and from their responses in surveys organised by the nursery.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff receive training in child protection and understand the signs that indicate a child may be at risk of harm or subject to extreme views. They ensure that children are closely supervised and the required staffing ratios are met. Thorough risk assessments are used to minimise hazards on the premises. Robust recruitment and vetting procedures ensure that new staff are suitable to work with children. Managers offer support through induction, regular observations, supervision meetings and in-house training to ensure all staff receive ongoing help in understanding their roles. Some staff are also encouraged to build on the level of their qualifications.

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

Staff complete regular observations and assessments to help them understand the individual requirements and learning priorities for every child. They plan fun and engaging activities that are well matched to children's interests and capabilities. Staff in the baby and toddler rooms know their children's learning needs particularly well. They provide a range of tactile and messy experiences for babies to explore with their fingers and feet. Older children enjoy imaginative activities that help them learn the sounds of letters and how to write their names. They investigate numbers and experiment while problem solving. Children become confident and articulate communicators. Staff use stories, songs and conversations effectively to promote early speaking skills. Extra funding is used wisely to purchase additional books and resources to support children's communication and literacy skills. Staff also gain useful words and phrases from parents and support children who speak English as an additional language.

### Personal development, behaviour and welfare are good

Children thrive in a welcoming learning environment. Younger children receive plenty of individual adult attention from their key person. They behave well. Staff act as calm role models and support children to be polite and kind to their friends. Children learn to value themselves and share special events in their lives. They enjoy taking part in activities to mark the seasons and a range of festivals and cultures. Children develop their physical skills well. They enthusiastically play in the outdoor area and demonstrate their agility and coordination using a variety of apparatus, resources and tools.

### Outcomes for children are good

Children of all ages make good progress and gain skills that prepare them well for their future, including their eventual move to school. They manage their personal care independently, such as dressing and feeding themselves. They follow instructions well, confidently express their preferences and make suggestions to extend their play and learning. Children also learn to listen and sit quietly when their full attention is required.

## Setting details

<b>Unique reference number</b>	EY409684
<b>Local authority</b>	Essex
<b>Inspection number</b>	1097522
<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 - 11
<b>Total number of places</b>	145
<b>Number of children on roll</b>	195
<b>Name of registered person</b>	Clever Cloggs Nursery Ltd
<b>Registered person unique reference number</b>	RP529924
<b>Date of previous inspection</b>	26 November 2014
<b>Telephone number</b>	01279 871 687

Clever Cloggs Day Nursery registered in 2010 and is run by a private company. The nursery employs 32 members of childcare staff. Of these, three staff hold an appropriate early years qualification at level 2, 16 staff hold a qualification at level 3, one member of staff holds a qualification at level 4, two staff hold a qualification at level 5, two staff hold a degree at level 6 and one member of staff holds qualified teacher status. The nursery also employs a cook, kitchen assistant and a cleaner. The nursery opens from Monday to Friday, all year round. Opening times are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, and children who have special educational needs or disabilities.

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