

Inspection date

3 August 2017

Previous inspection date

12 February 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

- The leadership and management's enthusiasm and commitment is reflected in staff's confidence and motivation. Staff actively contribute to the continued development of the nursery and are committed to providing good quality opportunities for children.
- Staff effectively work in partnership with parents to support children's learning and care. They keep parents informed about children's progress and how staff are supporting children's learning. Parents have daily opportunities to talk to staff and keep them informed about children's changing needs to ensure consistency in their care.
- Staff know the children well. They plan opportunities for children using information from assessments they make of children's capabilities. This ensures that each child is provided with interesting and challenging experiences to help them to progress well.
- Children behave well throughout their time at the nursery. Younger children show that they value their friends as they swap and share resources. Older children demonstrate self-control and negotiate with each other to independently resolve conflict.
- Babies settle quickly in warm and trusting relationships with staff. Older children listen well to staff's instructions and are keen to take on responsibility to complete small tasks.

It is not yet outstanding because:

- Children do not have a wide range of opportunities to help them develop a deep understanding of features of the world beyond their own immediate experience.
- The manager's new system for monitoring all children's progress is still being developed. She has not thoroughly evaluated the information to help her to reflect on where provision can be more precisely targeted.

What the setting needs to do to improve further

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

- enhance children's understanding of diversity in the wider world and provide them with rich and meaningful opportunities to explore similarities and differences
- make better use of the current system for monitoring all children's progress and evaluate more rigorously to inform plans for highly targeted teaching and provision so that children make rapid progress.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and one of the owners. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Leadership and management have high expectations for the provision. They continually seek ways to improve what they offer and value feedback and ideas from parents. Staff are supported well through an effective system of supervision meetings and performance management. Less experienced staff feel confident to bring ideas to the nursery as they share their knowledge from completing relevant child care qualifications. Staff are provided with opportunities to evaluate their own teaching skills and identify how they can improve as well as receiving guidance from managers. Teaching is of consistently good quality across all rooms in the nursery. Safeguarding is effective. Staff are knowledgeable of procedures they must follow to report concerns they have about children's welfare. Managers have secure systems in place to ensure concerns are dealt with quickly and effectively, following Local Safeguarding Children Board procedures.

Quality of teaching, learning and assessment is good

Staff demonstrate effective teaching in their interactions with children. Adult-led activities encourage children to recognise patterns, count and develop further mathematical knowledge. Staff support children equally well in self-chosen activities. Younger children enjoy to play imaginatively and explore the sensory feel of sand and paint. Staff model language for young children to hear and repeat, to extend their range of vocabulary. Staff test older children's knowledge of letters and sounds and children recognise objects that begin with a specific letter. Children enjoy to listen to stories and younger children are eager to point at pictures and name familiar objects.

Personal development, behaviour and welfare are good

Staff are kind, warm and caring. They are animated and enthusiastic when interacting with children which motivates and encourages children as they play. Staff give children time and space to share stories from home in a relaxed atmosphere. This helps children to feel valued and to develop their communication skills. Staff encourage children to help one another when they run into difficulty. They praise children for their efforts to promote their confidence and self-esteem. Children are independent. Younger children are encouraged to use cutlery to eat and older children independently help their friends to tidy away after snack. Children learn about healthy eating and enjoy nutritious meals. They have daily opportunities to play outdoors, digging, climbing and riding bicycles.

Outcomes for children are good

Children make good progress. Babies quickly become confident to explore and practise their physical skills. They become effective communicators as they interact with staff and communicate their needs. Older children learn key skills to prepare them for their move to school. They listen carefully, develop good social skills and are keen to take on challenges in their learning. They use their thinking skills to complete challenging mathematical problems and enthusiastically join in with letter and sound recognition activities. Children are prepared well for the next stage in their learning.

Setting details

Unique reference number	EY442600
Local authority	Norfolk
Inspection number	1102392
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	72
Number of children on roll	213
Name of registered person	Cleverclogs (Longwater) Limited
Registered person unique reference number	RP531396
Date of previous inspection	12 February 2014
Telephone number	01603742592

Cleverclogs registered in 2012. The nursery employs 19 members of childcare staff. Of these, 14 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.

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