

# Clever Clogs Preschool

Main Road, Hawkwell, Hockley, Essex, SS5 4EH



## Inspection date

5 July 2018

Previous inspection date

29 April 2015

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 manager has high expectations and shares these with a well-established team to ensure they work together to provide good-quality provision for all children.
- There are strong links with other agencies, such as speech therapists and specialist teachers which help to provide tailored care and activities for children who need more support.
- The outdoor area provides a rich learning environment where children have many opportunities to explore nature and play imaginatively with their friends.
- Parents feel very welcome in the pre-school. They say their children really enjoy coming to the pre-school and are confident that they are well looked after.
- Children have many opportunities to be independent throughout the session. They decide for themselves when they would like to eat their snack and know where to place the packaging for recycling after eating.

### It is not yet outstanding because:

- Although staff have annual meetings and regular opportunities to meet with their manager to discuss practice and the needs of their key children, arrangements are not in place to ensure meetings are planned well enough to be used as an effective tool to manage ongoing performance.
- Group times at the end of the session are not always planned successfully to engage children and extend their learning.

## What the setting needs to do to improve further

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

- strengthen performance management systems to support staff to further improve their practice and raise the quality of teaching to an outstanding level.
- review the organisation of group times to provide greater opportunities to extend children's learning.

### Inspection activities

- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector viewed a sample of documentation, including children's development records, policies and procedures.
- The inspector spoke to some parents to take account of their views.

### Inspector

Fiona Sapler

## Inspection findings

### Effectiveness of the leadership and management is good

The manager knows all the children well. She is able to support staff to identify appropriate interventions and accurately monitors children's progress. The manager continually reflects on the provision. She has used additional funding successfully to identify training and resources to help close gaps in children's learning and development. All staff have recently attended training to enhance communication skills and use the knowledge gained to support children's speech and understanding effectively. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are confident in how to protect children in their care.

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

Staff make accurate assessments of their key children's stages of development and identify any gaps early on. They use this knowledge to provide activities that support children to move on in their learning. Parents provide detailed information when their child starts and continue to contribute ideas for next steps in their child's development. Teaching is consistently good. Staff plan activities that they know children enjoy. They talk to children about their trip to the beach and ask questions that encourage children to think and give them time to talk about their experiences. Children move freely throughout the session. They use the outdoor area to be physically active, act out familiar stories in the puppet theatre and relax in the Gruffalo themed book area.

### Personal development, behaviour and welfare are good

An effective key-person approach helps children to develop secure attachments to staff. Staff provide positive role models and talk politely and sensitively to the children. Children behave well and show they understand the rules of the pre-school. For example, they pick up toys from the floor and say children might trip over. Children make good friendships and cooperate well with each other. They make up games about taking their babies to the doctor together and practise being teachers. Children learn about a healthy diet. Staff sit with them when they have their lunch and snacks and children talk about what keeps them well and helps them grow.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress from their starting points. Children are well prepared for their move to school. Children's mathematical skills are developing well. They fill containers in the water tray and learn mathematical language, such as full and empty. They compare the sizes of ice cream scoops in the pretend ice cream parlour. Children have many opportunities to practice their writing. They have access to clipboards and note pads and use these to make lists and book appointments.

## Setting details

<b>Unique reference number</b>	402131
<b>Local authority</b>	Essex
<b>Inspection number</b>	1091010
<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>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Jane Elizabeth Duboux
<b>Registered person unique reference number</b>	RP513438
<b>Date of previous inspection</b>	29 April 2015
<b>Telephone number</b>	07877 814708

Clever Clogs Preschool registered in 1993 and is one of two settings run by the same provider. The pre-school employs 10 members of childcare staff. The pre-school opens from Monday to Friday, for 47 weeks of the year. Opening times are from 9am to 4pm on Monday, Tuesday, Wednesday and Friday, and from 9am to 1pm on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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