

Inspection date	17 October 2018
Previous inspection date	31 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The motivated management team gives priority to reflecting on and evaluating their practice and that of all staff. They set ongoing action plans to help them to continually develop their knowledge and teaching skills, and this has a positive impact on outcomes for children's learning and development.
- Staff make learning enjoyable for children and this helps them to make good progress. The learning environments in each room are attractive and children excitedly join in with activities as soon as they arrive at the nursery.
- Parents speak highly of the staff and appreciate the nurturing care they provide. They talk about the positive changes they see happening at the nursery. Parents especially appreciate the warm welcome their children receive from the manager and their key-person each day.
- Staff are committed to professional development and look forward to training. For example, they understand how training on children's literacy development will help them to prepare children for school more effectively.

It is not yet outstanding because:

- Tracking of children's learning is in its infancy. Managers do not review the progress made by all children to be able to clearly highlight areas that require further support.
- Staff do not always consider the abilities of all children taking part in group activities and at times the groups are overcrowded. This results in some children not being able to take an active part.

What the setting needs to do to improve further

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

- review and develop the tracking of the progress different groups of children make, to be able to more clearly highlight areas which require more targeted support
- reflect on ways to further enable children to focus and concentrate more effectively on the teaching and learning that is taking place.

Inspection activities

- The inspector observed staff's teaching and interactions with children, indoors and outdoors.
- The inspector spoke to staff and children, and held a meeting with the manager and deputy manager.
- The inspector observed a planned activity with the manager and held a discussion with her about staff's teaching skills and children's learning.
- The inspector looked at a sample of paperwork, including staff's qualifications and evidence of suitability checks. The safeguarding policies and procedures were also seen.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The new management team and staff have a clear understanding of their roles and responsibilities to safeguard children's welfare. Staff know the correct procedures to follow if they have any concerns about children's well-being. The management team follows rigorous procedures to ensure that staff are suitable to work with children. Their performance is closely monitored through regular observations of their practice and supervision meetings. Staff have good opportunities to develop their knowledge and skills. For example, they have all accessed training on how to observe and assess children's development more closely. This has had a positive impact on practice and staff set more precise next steps to promote children's ongoing learning. Partnerships with other professionals are good. Staff share information with other settings that children attend to promote continuity in care and learning.

Quality of teaching, learning and assessment is good

Staff work closely with parents to assess children's starting points and keep them well informed of children's ongoing learning. They effectively use information they gain from parents, alongside their good knowledge of children's interests to plan enjoyable and exciting activities, helping to progress children's development. Staff teach babies how to make toys work by pressing buttons and they enjoy dancing along to the music they make happen. As toddlers explore paint and dough, staff teach them mathematics as they talk about shape and size. Staff in the pre-school room support children to build complex models from construction toys. They engage in effective conversations as they talk about their own experiences, such as travelling on aeroplanes. These good interactions give children opportunities to develop their speaking and listening skills.

Personal development, behaviour and welfare are good

Children have many opportunities to be outdoors. They have ample space to run, explore and play freely in the large garden. Activities such as these, have positive benefits on children's health and well-being. Key-persons are caring and attentive to children's individual needs, especially so in the baby room. For example, they offer babies cuddles when they hold their arms up to them. Staff use soothing tones as children relax on their laps until they are ready to back to their play. Children show good levels of independence and self-care skills. Staff encourage children to complete tasks for themselves, such as by asking them to try to put their coats on. They praise children well for their efforts and this promotes children's self-esteem.

Outcomes for children are good

Overall, children are working within the typical levels of development for their age and relation to their starting points. They are happy, settle quickly and grow in confidence. Children show a good understanding of the world as they explore autumnal natural resources and engage in science activities. Children gain good skills in readiness for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY278278
Local authority	Central Bedfordshire
Inspection number	10070130
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	79
Number of children on roll	71
Name of registered person	Cleverkidz Limited
Registered person unique reference number	RP523174
Date of previous inspection	31 March 2015
Telephone number	01582 868000

Cleverkidz registered in 2004 and is situated in purpose built premises within the grounds of Tithe Farm Lower School. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday all year round with the exception of bank holidays and two weeks at Christmas. Sessions are from 7.30am until 6pm.

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