

# Clever Clogs Day Nursery



New Ferens Park, Belmont Industrial Estate, DURHAM DH1 1GG

<b>Inspection date</b>	27 November 2018
Previous inspection date	5 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The energetic, influential and inspiring management team actively seeks the views of parents, staff and children to ensure the highest levels of achievement and quality for all. Staff in each room are highly reflective practitioners and this brings about continuous improvement. For instance, recent improvements in the baby room mean that more resources have been added for children's physical development, to help babies pull themselves up to stand.
- Staff expertly plan activities for individual key children. They follow children's interests and abilities to ensure that all children have access to a varied and wide-ranging curriculum across the seven areas of learning and development.
- The manager and staff monitor and track the progress of individual children and different groups extremely well. This enables them to identify any gaps rapidly and provide exceptionally good support for children to catch up quickly and continue to make rapid progress in their learning and development.
- Children display high levels of positive behaviour as they form warm and caring attachments with staff and with their peers. Staff are excellent role models to the children. They ensure children are exceptionally well cared for, for example, they instantly recognise tired children and they give lots of reassurance as they settle them for sleep.
- Staff establish extraordinarily positive partnerships with parents and keep them extremely well informed about their children's learning. They routinely share children's learning experiences and send out home learning. For example, when pre-school children were learning about shapes, staff asked parents to look for shapes in the environment with their children.

## What the setting needs to do to improve further

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

- continue with plans to enhance the already extremely robust systems for reviewing ways to improve the nursery that maintain the highest levels of achievement for children.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors had a tour of the nursery and spoke with staff and children during the inspection.
- The inspectors completed a joint observation each with the nursery manager.
- The inspectors held a meeting with the nursery manager and deputies. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

### Inspectors

Lynne Pope

Karen Tervit

## Inspection findings

### Effectiveness of leadership and management is outstanding

The highly inspirational management team lead the staff and nursery provision with vigour. They are constantly building on the excellent methods they use to improve their practice. The manager closely monitors the consistency of care and teaching staff provide. She observes them and incisively evaluates and feeds back to staff on what they can do to improve activities. Professional development is prioritised. Staff complete a wide range of courses and use weekly staff meetings to continually improve their skills. For example, they take part in quizzes to test their knowledge and understanding. Safeguarding is effective. All staff place a high priority on safeguarding children and are very clear about the procedures to follow to help ensure children are kept safe.

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

The well-qualified staff are excellent teachers. They provide an extensive range of natural and everyday resources to enhance and broaden children's experiences. For example, children under two years explore the texture of cornflakes, flour and shaving foam and use real vegetables in the home corner. Children's communication and language skills develop exceptionally well from a young age. For example, staff talk to children throughout their activities and respond to babbling when children make sounds. Staff show real delight when a new word is said, sharing this with each other and offering lots of praise. They strongly support children who have English as an additional language. For example, staff use dual language books and learn key words in the child's home language to aid communication. There is a strong focus on pre-school children recognising written letters and numbers. They enjoy activities, such as making marks with brushes in the garden to represent the letters they have learnt. Children learn the first letters of their names and staff encourage them to have a go at writing their names. Children receive lots of praise for 'having a go' and not giving up.

### Personal development, behaviour and welfare are outstanding

Children enjoy a wealth of opportunities for exploration, especially in the garden. They thoroughly enjoy playing with water, filling up different bottles, splashing in a water tray or stamping in the soil with their boots on. Children develop an excellent understanding of healthy eating. For example, pre-school children plant and harvest spring onions and garlic. They then use them in cooking activities, such as making garlic bread. They become extremely independent at mealtimes. For example, they serve their own food, clean up after themselves and wash their own plates and cutlery. Children gain wonderful first-hand opportunities to expand their understanding of people, families and communities. For example, parents are invited to come in and share their own culture with children.

### Outcomes for children are outstanding

All children make rapid progress from their starting points. Children are highly motivated and eager to explore and investigate. They are extremely eager to share their learning. Older children proudly demonstrate how they can recognise numerals up to at least five. Children are exceptionally well prepared for school or the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY347008
<b>Local authority</b>	Durham
<b>Inspection number</b>	10070254
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	122
<b>Number of children on roll</b>	170
<b>Name of registered person</b>	Clever Clogs Day Nurseries Limited
<b>Registered person unique reference number</b>	RP526568
<b>Date of previous inspection</b>	5 February 2015
<b>Telephone number</b>	0191 3843610

Clever Clogs Day Nursery registered in 2007. The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above, including one member of staff with qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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