

# Clever Clogs Day Nursery

The Old Library, Coptfold Road, Brentwood, Essex CM14 4BN



<b>Inspection date</b>	8 April 2019
Previous inspection date	28 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Leaders and managers are ambitious. They have high expectations for the nursery and strive for continuous improvement. For example, since the last inspection managers have introduced more natural resources into the nursery environment. They have refined their tracking system to help them to identify gaps in children's learning. Staff are now working much more closely with other agencies to help to support children with special educational needs and/or disabilities (SEND).
- Managers have effective systems in place for promoting staffs' professional development. They meet regularly with every member of staff to review their working practices and to discuss any training needs.
- Children's literacy skills are effectively promoted. Staff encourage children to begin early writing. They provide a wide range of materials for children to make marks with from a very young age. Many older children can write their own names and link sounds and letters proficiently.
- Children form very good relationships with the staff. They approach them freely and share conversations about their home life with them. Younger babies enjoy a cuddle from their favourite adult.
- Staff present a well-organised, stimulating and exciting environment within the nursery. They use resources imaginatively to capture children's interests and to extend their learning.
- On occasions, staff ask children appropriate questions to help to enhance their learning, however, they do not provide enough time for them to consider their responses before answering the question for them.
- While the quality of teaching is consistently good it is not yet highly responsive to children's needs and inspirational across the nursery.

## What the setting needs to do to improve further

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

- provide more opportunities for children to consider and think about their response to questions
- consider further ways to raise the quality of teaching even higher, to provide consistently high-quality, inspirational teaching across the nursery.

### 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 observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

#### Inspector

Lynn Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff demonstrate very good knowledge of the indicators that might alert them to a child's welfare being compromised. Staff regularly update their safeguarding knowledge, for example through online training courses. Managers make good use of monthly staff meetings to review and test staffs' knowledge of a range of policies, including safeguarding. Partnerships with parents and others are strong. Managers are on hand throughout the day to speak to parents and work hard to maintain a close working relationship with them. Parents spoken to during the inspection speak very highly of both the staff and the managers and comment on how helpful and professional they are. A large number of staff hold paediatric first-aid qualifications. There are effective arrangements in place for dealing with accidents and incidents. The manager carries out a thorough audit of all accidents and makes any necessary changes to practice if she identifies any issues.

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

Staff know the children well and use the information they know about each child to plan effectively for their future learning. Staff have fun with the children, they share a joke and become involved in their games. For example, they enthusiastically play hide and seek in the garden and march with the children, singing a favourite song as they return to the playroom from the garden. Staff help to promote children's mathematical skills. They hide laminated numbers in the sand tray for children to find, then encourage them to find that number of shells. Children proficiently do this and count the correct number to match their card. Children become 'Archaeologists' as they chip away at dinosaur eggs to reveal the mini dinosaur inside. They remain engaged and focused until they achieve their goal, then excitedly show staff what they have found inside.

### Personal development, behaviour and welfare are good

Children enter the nursery confidently and part from their parents and carers with ease. They quickly become engrossed in purposeful play with their friends. Children behave well and understand that it is important to be kind and caring towards each other. Children enjoy home-cooked meals and snacks throughout the day. They enter into a lively discussion with staff about foods that they like and that are good for them, including sushi. Staff help them to think about foods that are healthy and those that they should not eat too often. Children are provided with good opportunities to practise their physical abilities in the well-equipped and exciting gardens. Children learn about the wider community. For example, a small group of children visit a local care home for the elderly and share time with the residents each week. Managers comment how successful this has been for both the children and the residents that they visit.

### Outcomes for children are good

Children, including those with SEND, make good progress from their starting points. They develop the key skills they need to move on to their next stage of learning, including school. Children are keen and active learners. They independently serve their own meals and older children manage their own personal needs proficiently.

## Setting details

<b>Unique reference number</b>	EY305294
<b>Local authority</b>	Essex
<b>Inspection number</b>	10101337
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	95
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	Forrest Nurseries Limited
<b>Registered person unique reference number</b>	RP905754
<b>Date of previous inspection</b>	28 January 2016
<b>Telephone number</b>	01277 220727

Clever Clogs Day Nursery registered in 2005. The nursery employs 31 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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