

Clever Clogs Day Nursery Ltd

186 Sandringham Road, Doncaster, South Yorkshire DN2 5JE



Inspection date	16 April 2019
Previous inspection date	10 November 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

This provision is good

- Children are very happy at the nursery. They form secure attachments with staff, which help to build their confidence and self-esteem. Children are keen to talk to visitors and share what they are doing. They are independent and motivated learners.
- Staff make regular and thorough assessments of what children can do and use these overall, to find out what children need to learn next. Leaders carefully review children's progress to identify any gaps in learning for groups of children.
- Children enjoy learning through their play. They make their own choices and staff follow their lead. Staff make good use of their interactions with children during activities to introduce new language and ideas.
- Parents are very pleased with the progress their children make. They provide detailed information about what their children can do before they start at the nursery. Staff have strong partnerships with parents and keep them informed about their children's progress.
- Staff working with babies are particularly skilful at tuning into and reinforcing children's early communication and language skills. They listen carefully, and babies delight in having their different noises and sounds repeated back to them.
- Staff work very closely with parents and other professionals to meet the needs of children with special educational needs and/or disabilities (SEND). They carefully identify the support children need to make the best possible progress.
- Staff do not consistently make the most of sharply focused observations of how individual children learn in different ways to meticulously plan learning experiences.
- Occasionally, staff's interactions with children are not precisely timed to provide the very best support for children's own thinking skills.

What the setting needs to do to improve further

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

- make better use of sharply focused observations of how individual children prefer to learn to further strengthen the planning of very high-quality learning experiences
- support staff to further raise the quality of teaching so it is highly effective at developing children's thinking skills.

Inspection activities

- The inspector observed the quality of teaching during staff's interactions with children and assessed the impact it has on their learning.
- The inspector completed a joint observation of an activity with one of the nursery's managers.
- The inspector took account of the views of parents spoken to during the inspection and through the nursery's own questionnaires.
- The inspector looked at a range of documentation, including evidence of the suitability of staff working with children. She discussed the nursery's safeguarding procedure with staff and leaders.
- The inspector talked to children and staff throughout the inspection.

Inspector
Alison Byers

Inspection findings

Effectiveness of leadership and management is good

Staff and leaders continually evaluate all aspects of the nursery, including gathering the views of parents. They identify specific areas for improvement and have made good use of training to improve staff's knowledge. Staff have become more confident to support children with SEND, and engage older boys in a wider range of activities. Leaders work with staff to tackle any gaps in children's learning. For example, they provide additional resources to prompt younger children to talk about their home and families.

Safeguarding is effective. Staff and leaders have a good understanding of how to recognise and respond to concerns about children's welfare. They use training to refresh their knowledge, and leaders regularly check staff's understanding of procedures. The nursery has close links to the local schools. They share detailed information about children to help teachers understand the needs of individual children before they start.

Quality of teaching, learning and assessment is good

Generally, staff know what children need to learn next and skilfully weave this into children's play. They show younger children, who have chosen to paint, how to draw lines and circles. Children begin to recognise some of the colours they are using and what happens when they mix them. Overall, staff make good use of children's interests to challenge their learning. They plant seeds with children who are interested in flowers and talk about how they will grow. Staff use a range of strategies well to promote children's learning. They show babies different ways to explore new textures and ask older children questions about what they are doing. Children enjoy playing with school children who attend the holiday club. They work as a team to build dens and create imaginative games based on the books they have read.

Personal development, behaviour and welfare are good

Children enjoy exploring the stimulating learning environment that staff create. They choose their own resources and combine them in different ways. Staff praise children as they keep trying and sensitively build their confidence. They support and encourage children as they learn to balance and climb safely on the outdoor equipment. Children get involved in preparing food and learn about which foods help to keep them healthy. They enjoy making soup containing lots of different vegetables. Younger children are encouraged to be independent during routines. They skilfully spread their toast with butter and pour their own water. Children have lots of opportunities in their play to learn about the different cultures of their friends and beyond their community.

Outcomes for children are good

Children make good progress in their learning. Children who speak English as an additional language make particularly good progress to catch up with their peers. Children, whom the nursery receives early years pupil premium funding for, develop their imaginations and social skills using their favourite toys. Older children are well prepared for moving on to school. They join in with stories they know well and talk about the different characters in books. All children show skill and control as they climb, run and balance in the outdoor area. Babies explore different textures, and toddlers begin to make deliberate marks with paint.

Setting details

Unique reference number	EY420311
Local authority	Doncaster
Inspection number	10062621
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 14
Total number of places	60
Number of children on roll	84
Name of registered person	Clever Clogs Day Nursery Limited
Registered person unique reference number	RP902425
Date of previous inspection	10 November 2015
Telephone number	01302 215 243

Clever Clogs Day Nursery Ltd registered in 2011. The nursery employs nine members of childcare staff. Of these, two hold relevant early years qualifications at level 6, one at level 5 and six at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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