

# Clever Tots

Old Holly Trees Infant School, Crescent Road, Warley, BRENTWOOD,  
Essex CM14 5JR



<b>Inspection date</b>	1 May 2019
Previous inspection date	24 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Attachments between children and staff are strong. Babies thrive because their emotional and care needs are well met. Young children confidently approach staff for spontaneous cuddles when needed. Older children show affection towards staff and invite them to join in with their games.
- The manager and her staff work very well with other professionals and agencies to help support children who have specific needs. This helps to ensure that they can make the best progress possible. Parents report that the manager and staff are very supportive.
- Children are provided with very good opportunities to develop communication and language skills. Older children are encouraged to join in conversations that interest them. Staff are very responsive to younger children's non-verbal communication. They speak clearly and ensure children can see them, helping them to learn how to correctly form words.
- The outdoor play area is extremely well resourced. Children make good progress as they enjoy a wide range of exciting activities that help meet their needs across all areas of learning.
- Children are well behaved and staff act as good role models. Children are given clear and consistent explanations that help them to understand what is and is not acceptable behaviour.
- Systems for monitoring children's initial and ongoing assessments are not always monitored rigorously. Therefore, information is not consistently available to help staff promote children's development to exemplary levels.
- Staff do not always make the most of strategies that support parents to complement and extend their children's learning in the nursery and at home.

## What the setting needs to do to improve further

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

- monitor children's initial and ongoing assessments for learning more rigorously and use this information to enhance children's development to exemplary levels
- make more use of the strategies that are in place to support parents to complement and extend their children's learning in the nursery and at home.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- One of the inspectors completed a joint evaluation of an activity with the nursery manager.
- The inspectors held a number of discussions with the manager, staff and children.
- The inspectors looked at relevant documentation, including evidence of the suitability of persons working with children. The inspectors discussed with the manager and staff how they reflect on their practice.
- The inspectors took account of the views of parents through discussion and email feedback provided at inspection.

#### Inspectors

Ann Cozzi

Lynn Clements

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are required to complete relevant training. They understand their child protection responsibilities and are aware of how to recognise and report any concerns. The manager implements monitoring systems that help her to identify child protection issues. There are two designated persons for safeguarding to ensure that staff can access advice or support when needed. Children's well-being is promoted in an environment which is safe, clean and well maintained. Good use is made of training and development opportunities, including support provided by the local authority. The manager monitors staff practice and provides them with monthly supervision meetings. This helps to promote their professional development well. Tracking procedures for children with special educational needs and/or disabilities are good. All required policies are in place and available to parents. Staff are encouraged to contribute their ideas as part of reflective practice. This helps the manager make informed decisions about improvements.

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

Children of all ages show good participation and engagement in the wide range of interesting activities on offer. Staff sensitively enable children to think and then share their ideas. During water-based activities, children confidently predict if items, such as a melon, will 'float' or 'sink'. Staff facilitate and set challenges linked to children's next steps in learning. For example, they successfully encourage young children to have a go at feeding themselves. Children thoroughly enjoy playing games, such as 'jelly maths'. Their understanding of numbers is supported well by staff who use their fingers to help children discover what number comes before or after another. Parents comment that their children's self-help and language skills have improved.

### Personal development, behaviour and welfare are good

Children play independently and are confident to make their own selections from the toys and equipment available. Babies are provided with activities that motivate them to crawl and reach out for toys. They show good concentration as they work out how to pull themselves to standing using child-height storage units. This helps to strengthen their leg muscles in preparation for walking. Children learn how to stay safe. During imaginary play, older children warn adults that the food they have cooked is 'hot'. Young children are supported to learn about good hygiene practice through group activities using a mobile sink. Older children wash their hands at pertinent times without prompting. All children use paper towels to dry their hands, which helps to prevent cross-infection.

### Outcomes for children are good

Babies show curiosity as they crawl on and sit in cornflakes and show delight at the crunching sound they make. Children show good engagement as they join in with activities, such as singing. Young children follow staff's lead as they move their arms while pretending to be a baby shark. Older children enjoy the challenge of learning how to balance. They carefully walk across wooden pallets in the garden and steer wheeled toys competently. All children gain the essential skills needed in preparation for school.

## Setting details

<b>Unique reference number</b>	EY346623
<b>Local authority</b>	Essex
<b>Inspection number</b>	10089406
<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 - 10
<b>Total number of places</b>	120
<b>Number of children on roll</b>	207
<b>Name of registered person</b>	Clever Tots Limited
<b>Registered person unique reference number</b>	RP526730
<b>Date of previous inspection</b>	24 May 2018
<b>Telephone number</b>	01277 849 681

Clever Tots registered in 2007. It is one of four settings privately run and managed by the same owners. The nursery employs 35 members of childcare staff. Of these, 28 staff have appropriate childcare qualifications ranging from level 2 to level 6. The nursery opens Monday to Friday, with the exception of a one-week closure at Christmas. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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