

Inspection of Little Clovers

Cloverleaf World, Cloverleaf House, 18 Brown Lane West, LEEDS LS11 0DN

Inspection date: 24 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are happy and settle well in the nursery. They have warm and caring relationships with staff. Children approach staff readily for cuddles, to share books or to show them their work. Staff react positively, offer praise and encouragement and take photographs of children's work. This helps to boost children's self-esteem and confidence. Children's behaviour is good. They follow routines well and know what is expected of them. Children jiggle to the catchy tidying-up song as they help staff put resources away. They follow instructions well. Toddlers, when asked, put paper towels in the red bin and pre-school children quickly gather into a group for singing sessions.

Children are fully engaged and motivated to learn. Staff guide children's learning generally well. However, they do not consistently encourage children to think through problems and share ideas to seek an outcome. Toddlers and babies explore sensory materials, such as play dough and melted jelly. Staff introduce mathematical concepts, such as 'light' and 'heavy', as they play with the dough. Pre-school children work cooperatively with their friends. They use their imaginations well as they build structures and enclosures from large bricks and pretend it is their house. Children bring in cushions and material from the home corner to make it comfortable.

The leaders, new manager and staff have made very good improvements in the nursery since the last inspection. All areas identified for improvement have been addressed and very good targets have been set for further development. Consequently, the educational programme and the welfare of the children have benefited well.

What does the early years setting do well and what does it need to do better?

- Children's communication and language skills are developing well. Staff constantly talk with children about what they and children are doing. This helps children link words to actions. In addition, staff extend children's vocabulary as they talk about how play dough is 'squashy', 'soft' and 'hard'. Children thoroughly enjoy singing songs and looking at their favourite books.
- Children with special educational needs and/or disabilities are supported well. Care and learning plans are in place to meet their needs. Staff who know them well, work directly with them on a one-to-one basis to ensure that their progress is continual.
- Children's literacy skills are developing well. In the toddler room, staff begin to introduce the sounds of letters as they talk and emphasise letters at the beginning of words, such as 'slippery snake'. In the pre-school room, this is built on further as children learn to recognise letters of the alphabet and those

associated with their names. The most-able children are challenged with more complex sounds, such as 'ch'.

- Children have good opportunities to play outdoors, build their physical skills and exercise in the fresh air. They take manageable risks as they climb and balance, which boosts their confidence in their abilities.
- The staff observe and assess children's development well and use this information, along with children's interests, to plan interesting activities. Children also have access to a wide range of continuous provision that is set out into specific areas of learning. All children make good progress and are well prepared for school.
- Staff interact well with children as they play. However, they do not challenge children to think through problems, share ideas and make links with prior learning to enable children to think critically.
- Staff support children's independence skills well. The resources are all accessible to enable children to make choices about the activities they wish to do. Children are also encouraged to develop their self-care skills, such as taking off and putting on their own socks and shoes.
- Staff provide children with a healthy balanced diet and follow their dietary needs well. Meals are brought in from the local school and staff provide healthy snacks through the day. Children learn about food that is good for them and how it makes their bodies strong.
- Children are learning about the wider world through planned activities and some resources. However, these are not fully embedded into children's everyday play to help them develop an in-depth understanding of diversity beyond their immediate experience.
- Partnerships with parents and other agencies involved in children's care and learning are strong. Staff share information with parents about their children's development and how to carry on learning at home effectively. This promotes continuity of care and learning.
- Staff benefit from regular supervision of their practice and good training opportunities. Children, in turn, benefit from staff's new skills. The team have recently joined an online training provider to help them access training more easily.
- Staff have not yet fully established ways of supporting those children who speak English as an additional language in order to enrich their learning.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of what to do if they have a concern about a child's welfare. They regularly refresh their knowledge of safeguarding procedures. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. Risk assessments are completed regularly to minimise any risks to children. Children are supervised well in all areas of the nursery. Consequently, children are protected.

What does the setting need to do to improve?

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

- help staff further develop their teaching skills in how children learn so that children are able to explore ideas, make links in learning and solve problems
- build on opportunities for children to develop their awareness and understanding of people and communities in the wider world
- review ways of supporting those children who speak English as an additional language.

Setting details

Unique reference number	EY489586
Local authority	Leeds
Inspection number	10113673
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	48
Number of children on roll	40
Name of registered person	Cloverleafworld Limited
Registered person unique reference number	RP907122
Telephone number	0113 345 0958
Date of previous inspection	28 May 2019

Information about this early years setting

Little Clovers registered in 2015. The nursery employs 10 members of staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round, except for bank holidays, one week at Christmas and staff training days. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helene Terry

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector had discussions with the manager, staff and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019