

Inspection of Clever Cloggs Day Nursery

26 Honey Road, Little Canfield, Takeley, Essex CM6 1FF

Inspection date:

18 November 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to demonstrate adequate and effective leadership across all nurseries in the group. These significant concerns about the provider's inability to show that the quality of education and care for the children can be improved has been taken into account at this inspection.

Some pre-school children who attend this setting do not receive the education they deserve. Teaching is variable. In the Jellyfish room, children do not receive high-quality learning experiences that stimulate and motivate them to learn. The room is often loud and chaotic, and some children wander around unsure what to do. Activities in here lack thought, imagination and preparation. As a result, children become restless and bored. Staff place too much emphasis on daily routines and do not ensure that the needs of the children continue to be met during these times. In contrast, other pre-school rooms demonstrate a calm and effective learning environment where children enjoy the activities on offer and the interactions with staff. Outside, too much emphasis is given to just supervising children and letting them run around rather than engaging them in meaningful learning opportunities.

Young children are supported in their learning by kind and caring staff and have developed strong bonds with the adults who care for them. Babies and toddlers readily welcome comfort and reassurance from trusted staff. They seek them out for cuddles to sit on their knee when tired or upset.

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

- Leaders do not have robust systems in place to monitor the quality of teaching across the whole setting to ensure that it is effective for all children. The manager has failed to recognise the weak teaching practice that some pre-school children experience. She has not ensured that staff understand the nursery's curriculum intent. This means that some children do not receive broad and rich learning experiences.
- Some staff demonstrate a poor understanding of the nursery's procedures for managing children's behaviour. They do not consistently help children to develop an understanding of their own feelings or the impact of their behaviour on others. Staff working in the Jellyfish room are sometimes abrupt and curt in the way that they speak to children. For example, they issue one-word instructions to children to tell them what to do when getting ready to go outside, rather than gently guiding them. This practice undermines children's confidence and prevents them from developing a positive sense of self-esteem.
- In the Jellyfish room, too much emphasis is given to focusing on daily tasks, such as cleaning up after lunch or getting ready for tea. This means that

children are left to their own devices, often waiting for lengthy periods with nothing to do. Noise levels quickly escalate, and they become rowdy and bored.

- Parents and children know who their key person is. The key person supports children and their families to settle into the setting. Appropriate support is given at key times, such as transitions between rooms. This especially helps children with special educational needs and/or disabilities (SEND).
- Children with SEND receive targeted support to meet their needs. Staff are quick to identify where additional support may be required. They work closely with families and other professionals involved in the child's life to help narrow any gaps in attainment.
- Parents are positive about the nursery and staff. They state that they feel well informed about their children's day. Parents feel that their children are happy and safe at the nursery. They add that they know what their children's next steps in learning are.
- Some staff follow children's lead in their play. For example, when children show an interest in a parachute, staff join in and develop an enjoyable game where children hide underneath it. This builds suspense as children wait eagerly for the parachute to be lifted. Children learn to take turns with their friends and thoroughly enjoy themselves.
- The premises are safe and secure. Staff make effective use of risk assessment throughout the day. Children are generally helped to gain an understanding of how to keep themselves safe, for example when using slides and climbing equipment outside.
- Children enjoy listening to stories and singing songs. They remember key words and phrases. Babies begin to explore rhythm as they shake a range of percussion instruments to familiar songs.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to establish an appropriate culture for safeguarding children. However, staff in this nursery understand their duty to protect children in their care. They demonstrate an understanding of how to recognise signs of abuse, including the risks associated with female genital mutilation and extreme behaviours. Staff know how to escalate their concerns about children and adults in the setting. However, leaders do not keep clear records of any action taken when a concern is raised with them, which does not contribute to the safety and welfare of children. All staff have completed safeguarding training. Discussions about safeguarding are included in staff meetings and supervisions. Leaders use appropriate procedures to check the suitability of adults working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff understand and implement the behaviour management policy so that children's behaviour is managed in an appropriate way	07/12/2021
improve records so that they are consistently maintained to ensure that the needs of all children are met in the event of child protection concerns being raised	07/12/2021
provide effective support, coaching and training to all staff to enable them to develop a clear understanding of their roles and responsibilities and to ensure that they offer quality learning and development experiences for children	21/12/2021
improve the quality of teaching and ensure that children engage in planned, purposeful play that supports their individual needs and interests	21/12/2021
review the organisation of daily routines so that children's learning experiences are consistently good and their needs are met during these times.	21/12/2021

Setting details

Unique reference number	EY409684
Local authority	Essex
Inspection number	10214078
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 at time of inspection	0 to 11
Total number of places	120
Number of children on roll	161
Name of registered person	Clever Cloggs Nursery Ltd
Registered person unique reference number	RP529924
Telephone number	01279 871 687
Date of previous inspection	21 June 2019

Information about this early years setting

Clever Cloggs Day Nursery registered in 2010 and is run by a private company. The nursery employs 25 members of childcare staff. Of these, 15 hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday, all year round. Opening times are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Carly Mooney
Gail Warnes

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The manager led one inspector on a learning walk and talked to the inspector about what they want children to learn.
- Children spoke to the inspectors during the inspection.
- One inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and one inspector carried out a joint observation together.
- Parents shared their views on the setting with one inspector.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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.

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