

Inspection of Clowns Day Nursery LTD

Clowns Day Nursery, Lesley Crescent, Butterley, RIPLEY, Derbyshire DE5 3AD

Inspection date: 16 November 2021

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

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

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

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

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

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle quickly and build positive relationships with the nursery staff. The children are interested in the activities staff provide for them, evidence of how well staff know the children. Children copy staff's actions and learn from them as they stomp together, laugh and make dinosaur noises. They move around the volcano to develop gross motor skills. Children enjoy forest school and talk confidently about what they have been doing in the woodland. They explore the woodland area, kicking the leaves and finding bugs in the bug houses they have made.

Children learn about keeping themselves safe, as they are reminded about trip hazards, risks of the pond and keeping safe while climbing. Children look to staff for reassurance when they need it, and this gives them confidence to persevere. Children in the baby room bring books to staff so they can read them together. Staff encourage the youngest children to turn the pages of the book as they point to the animals, and they all join in making the sounds.

Very young children are supported by staff to share and take turns. As they get older, three- and four-year-old children do this independently as they share while playing with the cars. Children at this nursery respect each other and staff.

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

- The nursery provides a well-sequenced curriculum that is supported by staff's understanding of the children's interests. It builds on what the children already know. Staff consider the children's next steps when planning for the day. However, occasionally, staff rush planned activities so children do not learn what staff wanted them to.
- There is a range of resources, both inside and outside, to engage children and promote learning. Children enjoy the outside area where they can explore the woodland area, climb fallen down trees, smell the herbs in the sensory garden and pick fruit and vegetables to be used in the kitchen.
- Staff provide opportunities for children to develop their spoken language. Staff listen to children with interest and talk to them at their level. They use a range of vocabulary to support children's language development. Staff praise children when they have used new sounds, words or sentences.
- Communication between staff and parents is strong and has remained so during the COVID-19 pandemic. Parents value the quality of communication and can share events in their children's home life with nursery. Staff meet with parents at drop off and collection, ensuring that there is time for information to be shared.
- Children with special educational needs and/or disabilities are supported well. Staff learn new skills, such as Makaton sign language, and work with external

professionals to ensure that the needs of the children are met.

- The nursery has re-established links within the community following the COVID-19 pandemic. Children have received dental hygiene bags from the local dentist to promote oral hygiene, and they have had a visit from local firefighters to help children understand how to keep safe. Children have also taken part in collecting for the community food bank.
- Leaders and managers work within each of the rooms throughout the day, and they provide ongoing feedback to staff. This ensures that they have oversight of the care and learning that children receive.
- Staff are good role models. They are polite and considerate with each other and children. They talk to babies when taking them to change their nappies and get down to children's level when talking to them.
- Staff use the outdoor area effectively to promote movement and control of the body through the use of bikes, digging and scooping in oats and jumping through hoops.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge of safeguarding and the signs and symptoms of abuse. They are aware of the procedures that need to be followed if safeguarding concerns are raised. The nursery's safeguarding policy is implemented across the nursery. There is a safe and secure nursery environment because risks are identified appropriately. Staff's recruitment procedures are followed to ensure that staff are suitable to be working in the nursery.

What does the setting need to do to improve?

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

- support staff to plan and deliver activities effectively so that children benefit from intended learning.

Setting details

Unique reference number	206305
Local authority	Derbyshire
Inspection number	10062447
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 4
Total number of places	124
Number of children on roll	122
Name of registered person	Clowns Day Nursery Limited
Registered person unique reference number	RP908977
Telephone number	01773 747983
Date of previous inspection	27 August 2015

Information about this early years setting

Clowns (3) Day Nursery registered in September 2000. The nursery employs 29 members of childcare staff. Staff hold relevant early years qualifications from level 3 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Kate Whittlesey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk around the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector observed children throughout the day and in all rooms.
- The inspector spoke with parents and was provided with emails from parents who were unable to meet with the inspector on the day of inspection.
- The inspector met with the managers of the nursery.
- The inspector spoke with staff across all rooms.
- Children spoke to the inspector about what they enjoyed doing at 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.

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 2021