

Inspection of Clowns Childrens Centre Clay Cross

Clowns Children's Centre Clay Cross, Stretton Road, Clay Cross, Chesterfield S45 9AQ

Inspection date: 27 January 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children demonstrate secure attachments with staff as they confidently move around the setting. They make good progress and have a consistently positive attitude towards learning. Children are highly motivated to join in with planned activities. For example, pre-school children are keen explorers. They demonstrate good problem-solving skills as they decide with each other the best place to sprinkle birdseed. They excitedly search the sky and trees for birds, using their cardboard binoculars. Staff stretch children's development by providing them with a visual reference sheet, where children then use their observational skills to identify, match and count the different birds. Children are very eager to share their findings with staff and each other.

Children are well prepared for their future success. They keenly engage with the stimulating environment and the good range of learning resources. They show excellent engagement levels with their chosen activities. For example, toddlers show high levels of concentration as they investigate cornflour and experiment with ways to make the mixture change from a solid to a liquid. They develop small-muscle skills as they learn to handle tools while they participate in making patterns and shapes in the mixture. Staff and children talk together about how the cornflour feels, where children hear new vocabulary such as 'gooey' and 'gloopy'.

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

- The support children receive from staff to develop their communication and language skills is good. Babies confidently chatter and babble when staff speak clearly to them to introduce new words. Babies show what they have learned by attempting to sing familiar rhymes to staff. Toddlers become confident speakers as they chat to each other about what they eat at home. Pre-school children are keen to engage in story time, where staff use effective questioning techniques to encourage them to suggest ideas and predict what will happen next.
- Staff provide many opportunities for children to be physically active. For example, older babies display high levels of confidence as they are supported to master climbing a small slide. Toddlers eagerly line up on the soft-play steps and climb them with ease, sliding down the other side with delight. Staff introduce new challenges to encourage pre-school children to be agile and confident, where they learn to balance on planks and race each other on tricycles.
- Staff understand how to implement the nursery's curriculum to help children to continually learn and gain further knowledge. They know children well and identify their interests, plus any additional targets that individual children may have. This helps staff to plan activities that engage children very well in learning. However, very occasionally, staff do not closely consider the needs of some children when they are grouped together for activities and routines.

- Children are well supported for the next chapter in their education. Babies are encouraged by staff to be independent. For example, they feed themselves and clean their own faces after snack time. Toddlers are given choices about their play, and fetch their own drinks. Pre-school children are given opportunities to put on their own coats, serve themselves at mealtimes and clear away their plates and cups when they have finished eating.
- Staff consistently model positive behaviours to children. As a result, children behave very well and use their manners. Children know the nursery routines well and understand why they are there. They are highly respectful and show consideration for others. Children demonstrate high levels of perseverance. For example, toddlers keep trying until all the trees are stood up for the dinosaurs to eat.
- The nursery provides healthy meals for the children. Staff speak to parents about healthy eating, encourage children to wash hands before meals and provide access to fresh drinking water. However, at mealtimes, staff do not explain the benefits of eating healthy foods or how washing their hands keeps children safe.
- The manager has high expectations for the setting. She reviews and evaluates practice to continuously strive for improvement. The manager is actively engaged with other professionals and agencies. This has provided opportunities for the staff to develop further knowledge to support children with special educational needs and/or disabilities. Staff confirm they feel listened to and supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the possible signs that a child may be at risk of harm, and they know what procedures to follow if they have concerns. They understand how to make a safeguarding referral themselves, and know what to do if they are concerned about the conduct of a colleague. All staff have completed relevant and up-to-date safeguarding training. The manager ensures safer recruitment checks are conducted to ensure the suitability of staff working with children. The setting is secure and routinely checked to ensure the ongoing safety of children.

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 consider the needs of individual children more closely when putting them into groups for activities and routines
- help children to understand the purpose of hygiene routines and the benefits of eating nutritious food.

Setting details

Unique reference number	EY313151
Local authority	Derbyshire
Inspection number	10131224
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	88
Number of children on roll	65
Name of registered person	Clowns Children's Centres Limited
Registered person unique reference number	RP525794
Telephone number	01246250044
Date of previous inspection	12 August 2014

Information about this early years setting

Clowns Childrens Centre Clay Cross, in Chesterfield, registered in 2005. It is one of six nurseries owned by Clowns Nurseries Limited. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, and one at level 2. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed how the manager intended to implement the curriculum.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to one parent during the inspection and viewed emails from other parents. The inspector took account of their views.
- The inspector held a meeting with the manager. She reviewed relevant documentation, such as the evidence of the suitability of staff working in the setting.

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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