

Inspection of Clover Leaf Childcare Ltd - Little Miracles

Kay Brow, Ramsbottom, Bury BL0 9AY

Inspection date: 24 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this calm, inclusive nursery. They enter eagerly and quickly engage in activities. Children who require reassurance have regular cuddles with the responsive staff. Children demonstrate a sense of belonging as they confidently talk to visitors about the things they enjoy at nursery.

Children have formed strong, caring relationships. They talk about the importance of being kind and complete acts of kindness while on outings in the community. Children tell their friends how excited they are to sit next to them at mealtimes. Older children are aware of the importance of other people's feelings. They ask permission before they give their friends a hug and say 'we need to check they want a hug first'. Children learn about respect and feel consulted.

Children are highly engaged and motivated to learn. They benefit from a well-organised environment where they can explore a wide range of exciting resources linked to their interests. Younger children enjoy shaking and banging instruments along to songs. Older children enjoy using their hand muscles to make their own dough and to thread accurately with pipe cleaners. All children, including those with special educational needs and/or disabilities, make good progress in their learning.

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

- Children are supported well as they start at the nursery. Staff gather a range of information from parents and use this to help children to settle quickly. As children transfer to school, staff engage with teachers to ensure children's individual needs are known and met.
- Partnerships with parents are strong. Parents describe the nursery as 'fantastic'. They value the communication they receive about their children's learning and care. Parents have seen particular progress with their children's social skills and confidence since they have started at nursery.
- Staff identify children's interests and assess their abilities. They use this information to plan activities to support children's next steps in learning. For example, staff use children's love of animals to engage them in sensory experiences. When children require extra help with their learning, staff work closely with parents and outside agencies to ensure they are supported.
- Children develop a love of stories. Staff ensure that children have access to a range of exciting stories and comfortable spaces to enjoy them. Younger children snuggle up with staff as they enjoy a book together. Older children recall 'The Hungry Caterpillar' story as they taste some of the fruits from the book. Children take books home to enjoy with their families. This extends learning opportunities for children.

- Staff frequently introduce mathematical concepts to children. They model counting as children build towers with blocks. Children use their knowledge of shapes to enhance their play. They know that the football cones are the same shape as ice-cream cones. They use them imaginatively to make 'ice cream' for their friends.
- Overall, staff support children's physical well-being well. Children benefit from healthy meals throughout the day. Older children learn about the importance of good oral health as they use their toothbrushes and show off their 'gleaming teeth'. Children are encouraged to wash their hands before mealtimes. However, when children wipe their noses, they are not reminded to wash their hands to further develop their understanding of good cleanliness.
- Leaders use a range of methods to support staff's well-being. Staff benefit from robust inductions and ongoing supervisions with the manager. However, coaching and mentoring are not yet targeted enough to raise the quality of teaching at all times of the day, particularly for less-experienced practitioners. Not all staff are confident to enhance learning experiences throughout routine tasks, such as lunchtime.
- Children are confident to speak during large-group activities, as well as enjoying quiet time talking to their friends on the bench outside. Staff build on children's love of singing and pause as children fill in the words. Staff model language correctly in their interactions with children. They introduce new words, such as 'scrunch', as children take part in creative activities. Children's communication skills are well supported.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the steps to take should they have a concern about a child's welfare or the conduct of a colleague. Leaders regularly update the safeguarding policies to ensure they continue to be robust. For example, they have recently updated their mobile phone policy to include information about wearable technology. Staff demonstrate that they are confident to deal with accidents or medical emergencies. Children learn how to keep themselves safe. They help to risk assess the outdoor space each day and use their clipboards to note any risks.

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 understand the importance of consistently implementing the nursery's hygiene procedures
- enhance the use of professional development to focus more precisely on building staff's knowledge of how to provide higher levels of teaching and interactions during routine activities, such as mealtimes.

Setting details

Unique reference number	EY559846
Local authority	Bury
Inspection number	10190247
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	67
Number of children on roll	47
Name of registered person	Clover Leaf Childcare Limited
Registered person unique reference number	RP534799
Telephone number	07718382417
Date of previous inspection	Not applicable

Information about this early years setting

Clover Leaf Childcare Ltd- Little Miracles registered in 2018. It is situated in Ramsbottom, Bury. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including one who holds a level 6 qualification. The nursery operates from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children and staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views during the inspection and the inspector took account of written feedback.
- Relevant documentation was viewed, including 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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