

Inspection of Carisbrook Clever Cloggs Day Care Ltd

Wellington Road, Newport, Isle of Wight PO30 5QT

Inspection date: 30 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, the quality and effectiveness of education at this provision requires improvement. Some staff do not know the learning intent behind activities they are delivering. They sometimes do too much for children which does not encourage children to develop independence in their learning. Despite this, children behave well and engage with the activities on offer. Older children manage their feelings well and are beginning to understand how their behaviour affects others. Children of mixed ages play alongside each other and enjoy each other's company. This promotes their social skills.

At times, the staff do not make the most of learning opportunities, in order to extend and develop children's writing skills. For example, when children asked how they could write their names on the make-believe cafe menu, staff did not extend their questioning or provide resources to help children think more deeply and to have a go. Although the provision is well resourced, activities are not planned well enough to ensure all children are challenged sufficiently. As a result, children move from one activity to the next and do not persist at tasks to develop their ideas further. However, children settle well at drop-off time and have formed secure bonds with staff, who are very warm and caring towards them. Older children manage risk taking very well. For example, they keenly pull up chairs to reach a hanging bramble and later discuss how prickly the thorns are.

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

- The manager has a clear vision for the setting and knows how children learn. She shares her enthusiasm, ensuring that her setting meets all the children's needs. She is committed to providing extra support and facilities where needed to ensure that all children are fully included. There are some effective systems in place to support staff. They benefit from staff meetings and mandatory training, such as child protection and paediatric first aid. However, the manager does not monitor performance well enough. While some of the most experienced staff are slightly overstretched, their colleagues are not receiving targeted support to raise their teaching to a consistently good level. This has an impact on children's learning.
- The activities planned within each room provide children with opportunities that cover all areas of learning. Activities are adapted to ensure that they are accessible to all children who want to take part. Staff know the children well and have a good understanding of their interests. However, staff do not all have a clear understanding of the learning intentions behind activities. Some staff do not present activities to children in a way that offers the appropriate level of challenge. As a result, children do not stay at activities for sustained periods of time to embed their learning enough.

- Staff are friendly and interact warmly with children. They join in children's play with enthusiasm and provide a commentary to children's play, and introduce new vocabulary. However, there are times when staff do not recognise good opportunities that arise to build on children's interest in activities to extend their learning further.
- There is a clear focus on promoting children's health. They develop good self-care skills. Children know to wash their hands before eating and learning about the importance of regular tooth brushing to promote oral hygiene. The manager strongly promotes healthy eating. This includes working with parents to cut down on sugary drinks. However, staff undermine this aim by drinking juice drinks in front of the children.
- Partnerships with parents are strong overall. They receive a friendly greeting when they drop off and collect their children. Staff provide basic information about each child's day, including the activities they have taken part in and what they have eaten. However, parents do not receive regular updates on the precise progress their children are making, to help them support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in what to do if they have any concerns about a child in their care or the conduct of a colleague. The vetting processes and checks used to recruit staff are robust. This helps to ensure that staff who work with children are suitable to do so. Staff are swift to act, ensuring that premises are safe, and work with the school to keep children safe. Staff ensure that children's attendance is monitored well as they arrive. Leaders and managers have a robust understanding of what to look for if children are at risk, and the processes to follow.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that all parents are updated with children's learning and development	03/08/2022
focus professional development plans on improving staff's teaching skills to help them to support children in building on what they already know and can do	03/08/2022

monitor the quality of teaching and learning closely, and provide more tailored support and coaching for staff to improve their teaching skills and to ensure that they offer quality learning experiences for all children.	03/08/2022
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To further improve the quality of the early years provision, the provider should:

- promote and embed healthy eating across the whole provision to ensure staff are strong role models for children to learn from
- develop staff skills to implement a precisely sequenced curriculum that builds on what children know and can do and gives them the knowledge required to make the best possible progress
- develop the curriculum to ensure it clearly identifies what it is that all children need to learn, how this reflects their individual needs, and offers appropriate levels of challenge.

Setting details

Unique reference number	EY298283
Local authority	Isle of Wight
Inspection number	10073480
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	42
Number of children on roll	75
Name of registered person	Carisbrooke Clever Cloggs Day Care Limited
Registered person unique reference number	RP525052
Telephone number	01983 821557
Date of previous inspection	27 May 2016

Information about this early years setting

Carisbrook Clever Cloggs Day Care Ltd registered in 2004. It is situated on the site of Carisbrooke C.E. Primary School in Newport, on the Isle of Wight. The nursery is open each weekday during term time only, from 8am to 3pm. There are 19 members of staff, all of whom hold appropriate early years qualifications. This includes one with early years professional status and 13 staff with qualifications at level 3 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Christine Wilkinson

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 that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk to understand how the provision and curriculum are organised.
- The inspector observed the quality of education, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector took account of the views of parents.
- The inspector held a meeting with the management team.
- The manager provided the inspector with a range of relevant documentation, including evidence of staff suitability.

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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