

Inspection of Clever Clowns Day Nursery

283 Hollyhedge Road, Gatley, Cheadle, Cheshire M22 4QR

Inspection date: 19 October 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children in this nursery are not safe. This is due to the ineffective risk assessments, including fire safety arrangements. The provider has failed to ensure that staff have a thorough knowledge and understanding of their role and responsibility in keeping children safe. Consequently, significant hazards and risks to children go unnoticed.

Staff talk over children at times when routines change. Children are often unsettled and become confused by what is happening. This is due to staff not explaining what is taking place now and next. Furthermore, staff often carry out personal care for the youngest of children, who are already upset, without providing any explanation as to what is happening. This causes children further distress. Children often struggle to manage their emotions and to self-regulate. This is due to staff not supporting children to learn how their behaviour affects others.

Children are not making the progress they are capable of. Staff do not have high enough expectations of children's learning or behaviour. This is due to a lack of understanding about how young children learn. Children are disengaged and move from one area to another. The curriculum intent is very poor. The environment is incredibly disorganised, cluttered and untidy, with many broken and discarded resources, including old bottle tops with sharp edges in the children's play areas. This poses further risk to children.

The provider expresses that the COVID-19 pandemic has had a detrimental impact on both staff well-being and children's learning. There are significant gaps in children's development. The provider has identified this; however, strategies to close these gaps have not been fully introduced.

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

- The outdoor area poses significant risks to children's safety. There are safety checklists for staff to carry out before children use the area. However, staff either do not complete these or do so ineffectively. Children play next to a shed that contains broken resources, old prams, broken plastic boxes and cleaning products, such as alcohol gel. Part of the door is missing from the shed. This makes it accessible to children. Furthermore, the outdoor area is filled with rubbish and additional broken resources. There are broken fences, large pipes, old bicycle wheels with the metal frames exposed and a large tractor tyre containing rubbish, further broken resources and old plastic gloves. These are all accessible to children and put children's health at risk.
- The provider has failed to make a suitable and sufficient fire risk assessment of the premises. The current arrangements for fire safety and the emergency

evacuation procedures are ineffective. In particular, the means of escape from the upstairs of the premises. This poses a significant risk to children, staff and visitors in the event of a fire.

- The provider has had a recent change in her personal circumstances which she did not notify Ofsted of as part of her registration. The provider has recently taken on the role of the manager in response to the previous manager leaving. There are considerable weaknesses across the nursery. Staff morale in this nursery is low. The provider has identified some of the weaknesses in the nursery, including the risks to children. However, plans to bring about change are not embedded.
- The curriculum lacks any focus and purpose. Staff do not understand the learning and development requirements and what their role and responsibilities are in providing a quality education for all children. They do not plan challenging, meaningful or enjoyable experiences for children. Staff facilitate children's play. However, they do not have the skills to support children to build on prior learning. Therefore, children are not ready for their next stage in learning.
- Staff do not effectively support children's communication and language. They do not engage in high-quality interactions with children. Staff do not model new language to support children's vocabulary. Consequently, children do not learn how to express or articulate themselves. At times, staff read to children. However, this does not capture children's attention. Staff encourage younger children to play musical instruments while they are reading. This is a distraction for other children.
- The key-person system is not effective across the nursery. Children's personal, social and emotional well-being are not met. Unqualified staff, who are not normally based in the under-two's room, are tasked with carrying out personal care for babies and young children who are already distressed. Sleeping arrangements for babies are not always suitable. Therefore, at times, babies are unable to settle and become incredibly upset. Fresh drinking water is not accessible to young children. Staff have bottles of water for children. However, they place these on shelves that are too high for children to reach.
- Older children are encouraged to develop their independence skills and use the bathroom to attend to their own personal care. However, they are put at risk due to nappy bags, nappy creams, plastic aprons, cleaning sprays and toilet brushes being accessible to children. In addition to this, staff put sharp kitchen scissors and cleaning sprays on a worktop. However, children have access to this using small children's steps and use this area to put their pots in the sink.
- Staff put on younger children's coats for them. They do not encourage children to have a go. Furthermore, they do not explain to children what they are doing. This causes children to become confused and more distressed.
- There is a special educational needs coordinator in place. She is trained and has a good knowledge and understanding of children with special educational needs and/or disabilities (SEND). However, other staff have a weak knowledge and understanding of how to meet the individual needs of children with SEND. Therefore, at times, children can become distressed.

Safeguarding

The arrangements for safeguarding are not effective.

There are several significant risks to children's health and well-being in this nursery. The provider has failed to ensure that staff are carrying out safety checks of the environment before children access it. Consequently, children are exposed to many hazards in their play areas. The current arrangements for fire safety and emergency evacuation procedures are ineffective. Staff are aware of some of the potential signs and symptoms of abuse and how to record and report these to the nursery manager. However, some staff are not aware of the whistle-blowing policy or the roles and responsibilities of other professionals outside of the nursery who are involved in the welfare of children. Therefore, they do not demonstrate an awareness of how to report concerns in a timely manner.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
take all reasonable steps to ensure that staff and children are not exposed to risks, and implement effective risk assessment procedures to manage hazards	16/11/2022
ensure that the premises and equipment are organised in a way that meets the needs of children and keeps them safe, including removing broken resources and rubbish immediately	16/11/2022
take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and that emergency evacuation procedures are effective in all areas of the nursery	16/11/2022

ensure that all staff understand the safeguarding policy and procedures, and have up-to-date knowledge of safeguarding issues, including the whistle-blowing procedures	16/11/2022
demonstrate how staff looking after children are suitable to fulfil the requirements of their roles, particularly those working with the youngest of children	16/11/2022
demonstrate how the key-person system is effective and that every child's care is tailored to meet their individual needs	16/11/2022
demonstrate how children will have access to fresh drinking water at all times	16/11/2022
ensure that all staff have appropriate training, skills, knowledge and a clear understanding of their roles and responsibilities, to enable them to offer quality learning and development experiences for all children that continually improves.	16/11/2022

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

	Due date
implement a curriculum that is challenging and enjoyable for all children, including children with SEND, and enables them to build on what they already know and can do and make the progress they are capable of.	14/12/2022

Setting details

Unique reference number	EY361171
Local authority	Stockport
Inspection number	10258948
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	30
Number of children on roll	34
Name of registered person	Makin, Sharon Marie
Registered person unique reference number	RP513574
Telephone number	0161 428 5414
Date of previous inspection	18 September 2017

Information about this early years setting

Clever Clowns Day Nursery registered in 2007. The nursery opens Monday to Friday, from 8am until 4pm, with the exception of bank holidays. The nursery employs six members of childcare staff, including the manager. Five hold relevant childcare qualifications. The nursery offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.

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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