

Inspection of Klever Kids Day Nursery

511 Aspley Lane, Nottingham NG8 5RW

Inspection date:

7 November 2022

Overall effectiveness	Good
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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 are happy and settle well as soon as they arrive. They confidently leave parents and carers at the door. Staff are kind, attentive and calm with children. They are especially sensitive to the needs of babies and offer them good physical and emotional comfort when they need it. Children make good progress in their learning during their time at the nursery and gain a range of skills that aid their eventual move to school. Staff encourage children to use their literacy skills to write their name on their pictures. Children form recognisable letters. Imaginary play is popular with the children. They use a selection of resources in the mud kitchen and explain how they make lentil soup.

Children develop independence skills. For example, babies feed themselves with finger food and staff encourage toddlers to put on their coat for outdoor play. Pre-school children use spoons to self-serve their lunch. Children speak fondly about the nursery. They tell visitors they like attending nursery and add they like playing in the garden and with toys. Children have a very good understanding of the nursery 'promises'. During group time, pre-school children confidently recite the 'promises'. One example of this is to use 'kind hand's. This contributes to children's positive behaviour.

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

- The manager is very knowledgeable about her role leading the nursery. Staff benefit from regular support and supervision from the manager. They receive frequent feedback about their teaching practice and are given good opportunities to enhance their professional development. For example, the manager encourages staff to access a training course once a month. This helps improve outcomes for children.
- Staff provide exceptionally well-planned, stimulating environments for children. They provide spaces and plan activities that reflect children's interests, and encourage them to continually develop in all areas of learning. For example, children of all ages make their own play dough. They spend a long time using their fine motor skills to manipulate the dough as they play alongside, and chat with their friends.
- Children enjoy playing alongside the staff and generally have their ideas supported. However, staff are sometimes too quick to move children's ideas on, as they quickly suggest something different to do. Consequently, children do not always have the time to secure their ideas and extend their own learning.
- The manager uses additional funding thoughtfully. She recognises that since the COVID-19 pandemic, that there has been a slight delay in children's speech and language development. Funding has been used to create a cosy room, where children can come together with their parents, carers and siblings to look at

books and play games. This helps to encourage children's language skills.

- The nursery has a large cohort of children who speak two or three languages at home. Staff communicate well with all the children. They engage children in interesting conversations, such as discussing Remembrance Day, or talking about places they have visited. This means children make very good progress in their speaking skills and they can articulate well with staff and visitors.
- Staff have a clear understanding of the focus of the well-sequenced curriculum. However, at times, staff in the toddler room do not always support all children's transitions, such as when they are waiting to get dressed for outdoor play. At this time, some toddlers become disengaged from meaningful learning.
- Children of all ages thoroughly enjoy the amazing outdoor spaces. They demonstrate very good physical skills. Babies copy staff and hold brushes to paint with water on a fence. Toddlers and pre-school children sit on wheeled trolleys and take safe, manageable risks as they whizz down a slope. Children play outside in all weathers; this helps to promote healthy lifestyles.
- The nursery staff promote healthy eating. They do this in a variety of ways. Recently the children took home a 'soup bag' of vegetables to encourage them to make soup with their parents. The daily menus are made up of healthy choices and foods that reflect and value the heritages and cultures of the children who attend the nursery. This contributes to children's sense of belonging.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a superb understanding of the signs and symptoms of possible abuse and what to do if they are worried about a child's welfare. They understand how to report their concerns about children or a member of staff. Staff attend regular safeguarding and child protection training and have good opportunities to refresh their knowledge on a regular basis. Staff ensure that premises and environments for children are kept clean, safe and secure. For example, a staff member checks the outdoor area for any hazards before the children play outdoors. Staff help children to learn about keeping themselves safe when they remind them to use their walking feet inside, so that they do not fall.

What does the setting need to do to improve?

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

- develop staff skills, so that they can help pre-school children to consistently lead and extend their own learning and develop their thoughts and ideas
- review some transition periods for toddlers to ensure that they are consistently purposefully engaged in learning.

Setting details

Unique reference number	EY405025
Local authority	Nottingham
Inspection number	10235373
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 10
Total number of places	122
Number of children on roll	108
Name of registered person	Kerry, Janet
Registered person unique reference number	RP512667
Telephone number	01159293300
Date of previous inspection	4 January 2017

Information about this early years setting

Klever Kids Day Nursery registered in 2010. They are located in Nottingham. The nursery employs 14 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of feedback offered.

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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