

Inspection of Clever Clogs Childcare Ltd

Welling School, Berwick Road, Welling, Kent DA16 1LB

Inspection date: 22 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enter this calm and safe setting happily. They are eager and ready to start their day. Children excitedly talk about which of their friends may be in and what activities they will do. They show high levels of confidence as they negotiate the play experiences on offer. Staff offer children continuous praise and encouragement. This helps children to develop resilience and positive self-esteem. Children continue to try, even when tasks become difficult.

Babies and young children settle quickly, forming secure attachments with their key person. Staff are attentive and sensitive to children's individual needs. Babies and young children venture off to explore with interest, knowing that key staff are nearby for reassurance, if needed.

Children's behaviour is good. Staff have worked hard since the last inspection to ensure that children understand their boundaries and expectations. This is evident in the cooperative way that children play together. Children share resources and take turns. They begin to negotiate conflict independently. Children with special educational needs and/or disabilities are well supported within the setting. Staff put early referrals and interventions in place so that children can access the curriculum to their full potential.

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

- Staff at the setting know children well. They understand clearly what children know and can do, and what they need to learn next. Staff's observations and assessments are effective. Children are well prepared for the next stage of their learning.
- The curriculum in place considers children's interests effectively. Children show high levels of engagement. For example, staff have transformed a role-play area into an airport to capture children's imaginations and allow them to share their experiences. When children's play extends into different areas of the room, staff expertly follow their lead.
- Overall, children's early language and communication is well supported. Staff model language well. There are opportunities for children to share stories, rhymes and songs with others. Staff use repetition to enforce new vocabulary and challenge older children with the introduction of more formal words, such as 'disembark'. Occasionally, however, staff do not use all opportunities to engage in meaningful conversations with children.
- Children who learn best outdoors benefit from all areas of the curriculum being available within the expansive outside space. Children mark make on the floor with paints and chalk. They develop their mathematical knowledge of shape and space through activities, such as designing treasure maps. Children learn about

the natural world around them. They plant herbs, flowers, fruit and vegetables, and make bird feeders.

- Staff embed diversity and inclusion within the setting. They find out about children's cultures from parents, such as by sending them questionnaires. This helps staff to recognise and celebrate all families' and children's beliefs. Children learn to be tolerant and respectful of each other.
- Children develop healthy lifestyles. Staff provide children with nutritious and balanced meals. Children learn about the effects of healthy eating and exercise on their bodies. Staff teach children about the importance of good oral health. However, all staff do not promote good hygiene habits consistently with children. For example, not all children are asked to wash their hands before helping to prepare their snack.
- Children are mostly encouraged to be independent in all aspects of their learning. Children take turns to be helpers for the day, and set the table for lunch and tea. Children help to peel apples at snack time. Children show that they are capable of self-care tasks. However, all staff do not consistently encourage children's independence. For instance, staff wipe older children's noses for them, instead of teaching those children who are able to do this themselves.
- Partnership with parents is effective. Parents describe the setting as 'nurturing' and staff as 'positive role models'. Parents are happy with the communication that they receive from staff. They understand the progress that their children have made since starting the setting.
- Managers are reflective. They send regular questionnaires to parents to seek their feedback, which is used to continuously develop the setting. Staff report that they feel valued and supported. They are encouraged and supported to study for further qualifications that will enhance their practice.

Safeguarding

The arrangements for safeguarding are effective.

Managers are proactive in ensuring that all staff receive safeguarding training as part of their induction process. Safeguarding training is regularly reviewed. Staff's suitability is continually assessed as part of the supervision process. All staff understand the duty of care they have for children. They understand the different types of abuse that children may suffer from and can identify the signs that children may display. Staff are clear on the recording and reporting for any concerns they may have. Staff understand the whistle-blowing policy. Managers and leaders share helpful information with parents about keeping children safe online.

What does the setting need to do to improve?

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

- ensure that staff understand how to use effective questions and listen effectively to what children are trying to tell them so that conversations are meaningful
- develop consistency at promoting children's good hygiene habits and independence in all self-care tasks.

Setting details

Unique reference number	EY347110
Local authority	Bexley
Inspection number	10235074
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	1 to 4
Total number of places	58
Number of children on roll	50
Name of registered person	Clever Clogs Childcare Ltd
Registered person unique reference number	RP526755
Telephone number	0208 304 1655
Date of previous inspection	23 January 2017

Information about this early years setting

Clever Clogs Childcare Ltd nursery registered in 2007 and is privately owned. The nursery operates from four rooms in an annex in the grounds of Welling School, Welling, in the London Borough of Bexley. It opens all year round, from 7.30am to 6.15pm, Monday to Friday, except for bank holidays. The provider receives funding to provide early education to children aged three and four years. There are 18 members of staff; of these, 14 staff hold relevant early years qualifications at level 3 and above.

Information about this inspection

Inspector

Natalie OLeary

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 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 told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed 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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