

Inspection of Clever Cloggs Day Nursery

Cundy Community Centre, Hartington Road, Custom House, London E16 3NP

Inspection date: 24 October 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 are happy and settled in the setting. They have good relationships with staff. This allows them to feel secure and make good progress. Children respond well to staff's positive praise and are well behaved. Staff remind children of the nursery's rules and encourage children to share and take turns.

Children enjoy an ambitious curriculum. Staff have a clear understanding of what they want children to learn. Activities are based around the child's interest, extending children's learning. Learning is sequenced, allowing children to build upon their previous experiences. For example, when children in the pre-school room learn a familiar story, they are introduced to the characters using puppets. Once the children understand the story, sequencing bags are then introduced.

Staff are aware of how the pandemic has affected children at the nursery. They encourage children to talk with their peers and model good communication. Staff support children when playing with others. Due to the pandemic, it has been agreed with parents that children will be dropped off and picked up at the door. Parents are well informed of children's progress through emails and handovers.

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

- Communication and language are promoted in the nursery. Staff have attended training to support children with language and use a range of techniques. As a result, children can clearly communicate their needs to staff. The children have access to a range of stories, songs and rhymes which help to develop their communication and language skills.
- The setting has an effective key-person system which informs the curriculum. Staff observe, plan and identify gaps in children's learning. This helps staff to develop next steps for the children. The curriculum is ambitious and based around children's interests. This means that the curriculum meets the needs of all children in the setting and is challenging.
- The setting nurtures children's self-esteem and social skills. Staff members role model language and play. As a result, children have made progress in these areas. For example, younger children babble to each other during an adult-led activity. They share the vegetables they are exploring, passing them to one another.
- Staff encourage children to attend to toileting needs independently, helping when needed. The setting works towards a consistent daily routine. Occasionally, opportunities to encourage children's independence at mealtimes are missed. For example, pre-school children did not pour their own water or serve their own food.
- Children are motivated and eager to learn. Staff encourage children to explore

the resources available to them. Children are able to select resources which they find interesting. Staff encourage children to try new things and give them the opportunity to return to activities later in the session.

- The setting has positive relationships with parents. Parents feel that their children have made progress since attending the setting. Staff have regular meetings with parents where they discuss children's next steps. This means that parents can better support their child's learning at home. The setting informs parents of upcoming events in the local area which support child development, for example toilet training workshops.
- The manager has a clear vision for the nursery and understands the strengths and weaknesses of the setting. Staff supervision and induction are good. As a result, staff are aware of their roles and responsibilities.
- The manager is aware of the team's training needs. Professional development is encouraged. Gaps in staff knowledge are bridged through regular staff meetings and training. This ensures that staff can support children's learning in the setting and recognise when additional support is needed.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are supported in the setting. The setting works with outside agencies and parents to identify gaps in children's learning and put in place strategies to support them. As a result, all children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff and management have a good understanding of safeguarding procedures. Staff are aware of the actions which are to be taken if they have concerns about a child's welfare. Contact information for relevant agencies can be found throughout the setting. Staff are aware of the nursery's whistle-blowing policy. All staff have undergone safeguarding training and Disclosure and Barring Service (DBS) checks. Staff carry out regular risk assessments to make sure that the setting is safe, clean and secure. Allergies are managed well in the setting. Children are well supervised and reminded of expected behaviour throughout the day.

What does the setting need to do to improve?

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

- review mealtime routines to maximise opportunities to further develop older children's independence skills.

Setting details

Unique reference number	EY299997
Local authority	Newham
Inspection number	10214250
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	47
Number of children on roll	25
Name of registered person	Clever Cloggs Day Nursery Ltd
Registered person unique reference number	RP525246
Telephone number	0207 511 9126 (M) 07958 296 719
Date of previous inspection	8 December 2016

Information about this early years setting

Clever Cloggs Day Nursery registered in 2005. It is situated within the London Borough of Newham. The provision opens each weekday from 8am to 6pm, for 51 weeks of the year. The provision receives funding to provide free early education for children aged two, three and four years. The provider employs six staff; all hold relevant childcare qualifications ranging from level 3 to 6.

Information about this inspection

Inspector
Lisa Carter

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 and the inspector completed a learning walk and discussed the nursery's curriculum and ethos.
- The inspector spoke to parents and considered their views.
- The manager and the inspector conducted a joint observation of an adult-led activity in the baby room.
- The inspector observed interactions between children and staff.
- The inspector spoke to staff and management about their role and responsibilities in the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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