

Inspection of Clever Clogs At Westerings

Westerings Primary Academy, Sunny Road, Hockley SS5 4NZ

Inspection date: 1 February 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children arrive extremely happy and excited to start their day. They are enthusiastic and curious as they explore in this well-equipped pre-school. There is a tremendous sense of purpose and focus throughout and children thrive. Children investigate outside, negotiating the climbing frame, sliding down the fire pole and swinging on the rope swing. They make cakes and 'silly soup' in the mud kitchen and sing with glee as they create their concoctions, using mud, leaves and flower petals. Children confidently lead their own play and chat about their ideas. For example, they discuss what they are going to add next and what their soup is going to be called.

Children demonstrate excellent behaviour. They show kindness and consideration for each other, and this results in high levels of well-being. Children are respectful and know how to share and take turns. For example, when playing hopscotch they hop and jump, shouting out the numbers. Children wait patiently for their friends to finish. They cheer and celebrate each other's achievements.

Children are aware of keeping themselves safe. They know the rules when using the outdoor fire pit. They risk assess their own resources, deciding when the rope swing needs to be raised. Children have a true sense of belonging. They know the rules and boundaries and why they are in place.

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

- Staff provide a well planned and ambitious curriculum that keeps children wonderfully engaged and focused on their learning. Staff skilfully move children on when they are ready, and this results in children making rapid progress. For example, children learn a specific sound. They practise naming familiar objects that start with that sound. This supports children's language development and pronunciation.
- Children play with coloured rice. They fill containers and weigh them on scales. Staff support children to understand 'more, less' and 'the same'. Children slowly and skilfully add more rice to each side of the scales until they are even. Children are learning mathematical concepts.
- There are extremely strong relationships between staff and children. All children are treated with the utmost respect. Staff ensure that they know the children exceptionally well. They model exemplary behaviour and are gentle and kind. They respect the children's individuality, ensuring that every activity can be adapted to suit the children that are attending.
- Children make rapid progress in their ability to be independent. This results in elevated levels of confidence. Children put on their own wellington boots when playing outside. They wash their hands before lunch and open their own lunch

boxes and contents. Staff empower children to carry out tasks and celebrate their successes.

- Staff use every opportunity to support children's curiosity and imagination. For example, children use torches to explore the outside environment. They investigate in the playhouse and 'bug hotel', looking for insects and spider webs. Staff skilfully extend their language, using more complex and descriptive words. This helps to broaden children's vocabulary. Children discuss their favourite books and use the characters to make up their own stories.
- Staff teach children to respect their environment and the world around them. Children make bird feeders and learn that birds need extra food in the winter. They grow their own vegetables and then pick, cook and eat them. Children 'litter pick' and rake the grass in the summer. They are learning about sustainability and life cycles.
- The manager is committed to providing excellent care and education for children. She organises meticulous systems of monitoring staff practice and supervision meetings. She identifies training requirements quickly to meet the needs of the children. Staff report their morale and well-being is high. They state that they feel part of the team and are well supported.
- The manager has developed outstanding partnerships with parents. Parents say they would highly recommend the pre-school and say that 'their children are thriving' and 'they have made amazing progress'. Parents are kept fully informed of their child's progress.
- The manager and staff work very hard to ensure the pre-school is fully inclusive. Children with special educational needs and/or disabilities (SEND) receive exemplary care and education. The manager and staff are extremely knowledgeable and skilled in the identification of SEND, and promptly implement strategies to support children. They work closely with external professionals, which results in the most vulnerable children making rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent understanding of safeguarding and how to keep children safe. They are aware of the signs and symptoms of abuse and the local risks in their community. The manager follows robust recruitment procedures. She ensures all staff have a thorough induction, so they are very clear about their role and responsibilities. Staff are very clear about how to report any concerns or allegations about a colleague. Staff attend regular meetings, which help to support their knowledge on safeguarding and ensure it is up to date. The manager carries out regular risk assessments to minimise risks and maintain the children's safety.

Setting details

Unique reference number	EY485221
Local authority	Essex
Inspection number	10264574
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	49
Name of registered person	Duboux, Jane Elizabeth
Registered person unique reference number	RP513438
Telephone number	07538868691
Date of previous inspection	20 June 2017

Information about this early years setting

Clever Clogs At Westerings in Hockley registered in 2014. The pre-school employs eight members of childcare staff. Of these, five are qualified to level 3. The pre-school opens Monday to Friday during school term times. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Hilda Miller

Inspection activities

- This was the first routine inspection the pre-school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.

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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