

Inspection of Cleverkidz

Tithe Farm Road, Houghton Regis, Dunstable, Bedfordshire LU5 5JB

Inspection date: 6 March 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Children are settled and happy in this nurturing setting. They have secure bonds with their key person and other staff, who know them well. Babies giggle with delight when they beat their favourite drums and staff clap in time to their rhythm. Children respond to the high expectations and positive attitudes displayed by staff. They are enthusiastic and quickly become engaged in activities. For example, children work together and solve problems as they make ramps for cars. They discover how to adjust the slope of these to make the cars go faster. They persevere at tasks, such as working out how to make a wide vehicle travel down a narrow slope. Staff celebrate children's achievements with them, building children's self-esteem.

Children are polite to one another and staff, remembering to say 'please' and 'thank you'. They are gaining a practical awareness of other ways of life. For instance, children have many opportunities to talk about their home life, the festivals they celebrate and the food they eat. Children develop their physical skills. Babies build strength in their leg muscles as they stand at a low table outside. Older children select appropriate tools to cut and roll their coloured dough, helping to develop their smaller hand muscles.

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

- The manager, deputy manager and directors are committed to improving the setting and ensuring that changes are sustainable. The manager is an inspiration to staff, sharing his knowledge and enthusiasm with them and involving staff in any developments. This has played a major part in significantly improving the nursery and addressing actions raised at the last inspection.
- Staff confidently check what each child has learned and plan their next steps, competently incorporating these into the daily planning. This helps to ensure that every child makes good progress from their starting points. The manager uses additional funding effectively to offer children further opportunities that meet their needs. He and the deputy manager support staff in quickly identifying where children need more support, helping to ensure that no child falls behind in their learning.
- Staff report that they enjoy working at the nursery. They receive regular supervision and managers support them to assess their practice and build on this, for example, through completing further training.
- Staff offer well-tailored support to children with special educational needs and/or disabilities. They work in close partnership with parents and other professionals. This ensures that children's care is consistent, their development is promoted and they make good progress.
- Staff fully appreciate the importance of supporting children's communication

skills, completing additional training to aid them in this. Staff speak clearly and narrate what children are doing. This particularly supports younger children and those who speak English as an additional language and they frequently repeat words and sentences, using these appropriately in their play.

- Children of all ages enjoy looking at books. Staff share their enthusiasm and read with animation, capturing children's attention. Children eagerly join in, often repeating story lines as part of their play. Children enjoy working in small groups to look at letters and sounds. The manager has checked that these are presented using the same methods used at the local schools, ensuring consistency in children's learning.
- Children have many opportunities to develop their understanding of counting and numbers. For example, older children look at a ruler and enjoy matching the numbers to number cards. They count the correct number of blocks using mathematical language, such as 'more' and 'less'.
- Children's behaviour is generally good. Staff support them in learning to manage this, for example in understanding how to share. However, on occasion, staff do not help children to understand the effect of their behaviour on others.
- Parents speak highly of the nursery and all have noted the improvements since the last inspection. They report that they appreciate the good communication with staff so that they always know what their children have been doing. However, staff do not offer as much support as possible to aid parents in building on their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a very clear understanding of safeguarding. The manager ensures this is kept up to date by supporting staff to refresh their training and through frequent discussions. Staff know how to recognise and report concerns about children's welfare to the correct professional. They are aware of wider safeguarding issues, such as radicalisation and the possible dangers associated with use of the internet. They take appropriate action to protect children at all times. The manager and nursery owners ensure that the nursery, both inside and outside, is safe and maintained in an appropriate condition for children to use, further promoting children's welfare and safety.

What does the setting need to do to improve?

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

- support staff to develop further their management of children's behaviour, to consistently help children understand the impact of their actions
- offer parents further support in extending their children's learning at home.

Setting details

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| Unique reference number | EY278278 |
| Local authority | Central Bedfordshire |
| Inspection number | 10252862 |
| 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 7 |
| Total number of places | 122 |
| Number of children on roll | 96 |
| Name of registered person | Cleverkidz Limited |
| Registered person unique reference number | RP523174 |
| Telephone number | 01582 868000 |
| Date of previous inspection | 23 August 2022 |

Information about this early years setting

Cleverkidz registered in 2004 and is situated in Houghton Regis, Dunstable. The nursery employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provision.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the manager, the deputy manager and a nursery director. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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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