

Inspection of Carisbrook Clever Cloggs Day Care Ltd

Wellington Road, Newport, Isle of Wight PO30 5QT

Inspection date: 21 June 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children display high levels of emotional security as they arrive full of confidence and eager to learn. Children and staff greet each other with enthusiasm and genuine affection. Children excitedly share their news from home as staff listen with keen interest. This helps children to develop a strong sense of belonging. Staff pay close attention to children's individual cues, particularly those who are at an early stage in their communication development. They recognise the subtle changes in behaviour and consider what this tells them about children's emotional well-being. Staff are incredibly attentive as they offer comfort and encouragement. This creates a safe, respectful and deeply kind environment where children flourish.

Children, including children with special educational needs and/ or disabilities (SEND), and children with English as an additional language, receive exceptional support in developing their early communication skills. For example, children practise their attention and listening skills as they fully engage in purposeful activities. Staff support children's comprehension of new language by demonstrating meaning. For instance, children squeal with joy as they repeat the word 'splat' while using a fly swatter to splat foam. Children learn to be effective communicators.

Children behave exceptionally well. High-quality interactions help children form deep connections between their behaviour and the impact this has on others. For example, staff respond with sensitivity as they observe a child throwing chalk. They use age-appropriate techniques to help children understand cause and effect. For instance, children hold the chalk and explore its weight and structure, identifying that it is hard and heavy and, therefore, could cause friends harm. Staff encourage children to find alternative items to throw, such as balls that are 'light', and less likely to cause injury.

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

- The manager and her team implement a meaningful, rich and highly ambitious curriculum that supports children to reach their full potential. They meticulously plan activities that are highly effective at developing children's skills over time. Staff place great importance on ensuring that learning is secure, regularly testing that children remember what has been learned before moving them on. This provides children with a secure foundation to support their future learning. As a result, all children, including children with SEND, are making exceptional progress from their starting points.
- Staff receive exceptional support through regular monitoring and supervision arrangements. This helps the manager gain an accurate understanding of staff's

strengths and development needs. She uses this information to construct a professional development programme, which has a focus on extending staff's skills in priority areas. For example, staff gain specialist skills to support children's language and communication development. As a result, all children develop the skills they need to be effective communicators. The manager and her team, work in close partnership with parents and other professionals, creating a consistent approach. Parents speak very highly of the care and education that their children receive during their time at the nursery.

- Children develop a keen interest in books and stories. In the garden, children lay on blankets and use their imagination as they make up their own stories using pictures from familiar books. They turn pages correctly and track text from left to right with their fingers as they 'read' together. Tremendously skilled staff make stories fully interactive as they use puppets and prompts to bring stories to life. This helps children to develop the pre-reading skills that will support future learning. Staff present new information clearly. For example, they use puppets and pictures to explain the difference between a hen and cockerel.
- Children develop a secure understanding of how to keep their bodies safe and healthy. For example, children learn about the importance of oral hygiene as they practise brushing the teeth of their favourite toys. Staff support children's learning through discussion as they gain an understanding of why oral hygiene is important and how food can help to keep their teeth healthy. Staff model effective toothbrushing techniques. Children concentrate intently as they practise circular motions to remove the dirt from toy dinosaur mouths. Children have access to regular fresh air and an abundance of opportunities to enhance their physical development and core strength.
- Children have access to a wide range of experiences that broaden their understanding of the world. Children learn to be compassionate as they engage in projects to support those who are less fortunate. For example, they participate in activities, such as walks, to raise awareness of local charities. This helps them gain an early understanding of how their actions impact the wider community. Staff expose children to age-appropriate messages that promote equality. For example, they create an environment that dispels stereotypes, including myths relating to gender roles. This provides children with the freedom to explore their individuality and develop a secure sense of self.
- Staff thoughtfully and thoroughly plan children's transition to school. For example, children who find dealing with change difficult, start their transition at the earliest point. They become familiar with their future school as they hand deliver school post and participate in activities to become familiar with new environments, routines and people. Older children preparing for their move on to school, sing songs to celebrate and identify what they have learned. This provides children with positive affirmations as they sing loud and proud that they are 'ready for school'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team demonstrate outstanding knowledge of their roles and responsibilities in keeping children safe from potential harm. They have excellent comprehension of the signs and symptoms that may indicate child welfare concerns, including neglect and exposure to extreme behaviours. Staff are confident in knowing how to challenge safeguarding decisions and how to escalate their concerns further should they need to. Those who have a lead responsibility for safeguarding, keep up to date with changes to wider policies and legislation. Staff provide parents with regular information to promote children's safety while online. Recruitment and vetting procedure are thorough and effective in ensuring those who work with children are, and remain, suitable to do so. Effective risk assessments ensure that the environment is a safe and secure place, where children learn to take measured risks in their play.

Setting details

Unique reference number	EY298283
Local authority	Isle of Wight
Inspection number	10249375
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	70
Name of registered person	Carisbrooke Clever Cloggs Day Care Limited
Registered person unique reference number	RP525052
Telephone number	01983 821557
Date of previous inspection	30 June 2022

Information about this early years setting

Carisbrook Clever Cloggs Day Care Ltd registered in 2004. It is situated on the site of Carisbrooke C of E Primary School in Newport, on the Isle of Wight. The nursery is open each weekday during term time only, from 8am to 3pm. There are 19 members of staff, 15 of whom hold appropriate early years qualifications. This includes one member of staff with early years professional status and 14 members of staff with qualifications at level 3 or above. The nursery is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a focused activity with the manager.

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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