

Inspection of Clip Clop Day Nursery

Clifton House, 41 Old Station Road, Newmarket, Suffolk CB8 8QE

Inspection date: 12 December 2024

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 arrive happy and eager to join their friends. Staff get to know each child well and follow their home routines. Consequently, children settle quickly on arrival and engage well in play. They develop close bonds with staff and readily show their affection. The interactions between staff and children are caring and supportive. For example, when staff notice that young children are tired, they gently soothe them to sleep by rubbing their backs.

The provider has planned a balanced curriculum that focuses on supporting children's communication skills, emotional literacy and physical development. Staff use simple, clear words to help build on young children's growing vocabulary. They use Makaton sign language to aid children's communication. Staff use a book of the week to plan activities and inspire children to learn. They frequently read to children with intonation to keep children interested and engaged in the story.

Staff give children clear and consistent messages about their behavioural expectations. This helps children understand what is expected of them and respond positively. For example, staff ring a bell to tell children how long they have left until they move to the next activity. This helps children bring their play to a satisfactory end and prepare for what comes next.

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

- The provider has worked hard to meet the actions set at the previous inspection. Staff have attended various training to help them reflect on children's learning and strengthen the curriculum. Leaders now hold regular discussions with staff to ensure they have a clear understanding of the purpose of the activities they provide. As a result, staff have grown in confidence in delivering the curriculum.
- Children benefit from daily access to the outside environment. Older children learn to work as a team as they play parachute games, lifting the parachute up and down to try and get coloured balls through the holes. Children jump up and down, celebrating their success when a ball drops through the hole. Younger children attend the library to join in with a song and rhyme time. These sessions help to support early language and communication development.
- The provider has refined the curriculum to support children's personal, social and emotional development. As a result, children generally behave appropriately. They have formed friendships and play cooperatively with one another. Staff provide some support for children to understand and manage their emotions. For instance, during song time, children sing the hello song, introducing each child by name. Staff ask children whether they feel happy or sad. However, they do not use these moments to help children identify a broader range of emotions to support them in communicating their feelings.

- Older children can independently access a wide range of resources and choose what they want to play with. However, the learning environment for babies and young children is not as well planned to meet their developmental needs. For instance, younger children have the same free access to many toys and resources, which are often scattered on the floor. Additionally, the arrangement of tables, chairs, and other equipment limits the space available for children who are still learning to walk confidently.
- Children benefit from songs, stories and rhymes throughout the day. They enthusiastically join in with action rhymes. For example, they hold hands and rock backwards and forwards together as they sing 'Row, row your boat'. Children giggle with delight as they join in with animal sounds in the songs. This supports children's developing language and communication skills and builds on their friendships.
- Partnerships with parents are strong. Staff work hard to ensure there is a continuous exchange of information that helps parents understand their children's learning progress and how they can support their children at home. Parents comment that they appreciate the flexible care provided, which supports individual family circumstances.
- Support for children with special educational needs and/or disabilities (SEND) is effective. Staff take the time to understand each child's unique learning needs. Staff work closely with outside professionals and parents to ensure children receive the support they need. As a result, all children are making good progress in their learning from their individual starting points.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- guide staff in supporting children to develop a deeper understanding of the language of feelings and emotions to help them communicate how they feel
- ensure the environment for babies and toddlers takes account of the developmental needs.

Setting details

Unique reference number	EY410405
Local authority	Suffolk
Inspection number	10372900
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	43
Number of children on roll	72
Name of registered person	Clip Clop Day Nursery Ltd
Registered person unique reference number	RP904207
Telephone number	01638 664405
Date of previous inspection	1 February 2024

Information about this early years setting

Clip Clop Day Nursery registered in 2011 and is based in Newmarket, Suffolk. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or level 3. The manager is qualified to degree level. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. They also provide breakfast and after-school care for children aged seven years and under. The nursery provides funded early years places.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.

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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