

Clever Clogs Childcare Ltd

Welling School, Berwick Road, Welling, Kent, DA16 1LB

Inspection date	06/03/2013
Previous inspection date	12/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy strong relationships with staff. Therefore, are keen to learn and rapidly grow in self-assurance.
- All children are confident in communicating with the staff and each other. As a result children's vocabulary is developing well
- Children are making good progress with their development from their starting points.
- Leadership and management of the setting are good. Consistent practices are used to promote children's safety and well-being and to ensure that children are enabled to progress well.

It is not yet outstanding because

- Staff miss some opportunities to support younger children developing their art skills and imagination during outside play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all four groups.
- The inspector had discussions with the manager, deputy manager and room leaders.
- The inspector looked at a sample of children's files.
- The inspector spoke with some parents.

Inspector

Denise Aitken & Rebecca Hurst

Full Report

Information about the setting

Clever Clogs Day Nursery Ltd was registered in 2007 and is privately owned. The nursery operates from a fully converted annex in the grounds of Welling School, Welling, in the London Borough of Bexley. The nursery accommodates children across four rooms according to age. The pre-school room has direct open access to an outside play area and there is an enclosed garden to the front of the building for babies and toddlers. The nursery also has a kitchen, office, staff room and toilet with disabled access.

There are currently 62 children in the early years age group on roll. The nursery is funded to provide free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery is open daily from 7.30am to 6.15pm, weekdays, all year round, except for bank holidays and five staff training days a year. There are 17 staff in total, including bank and kitchen staff. Most staff hold relevant qualifications from level 3 to degree level.

What the setting needs to do to improve further

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

- extend the monitoring of the outside provision for younger children to enhance their learning in expressive arts: for example using their imagination further during play and carrying out art activities .

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled in the care of the staff. They have secure bonds with the staff, which builds their positive self-esteem and their confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff effectively use explanation and praise to help develop children's communication and language skills. Staff promote children's learning further by asking them to describe what they are drawing and making. This allows the children to enhance their speech through using descriptive word.

Children of all ages enjoy messy activities. Staff take into account children's individual needs and plan activities accordingly to meet these. For example, children with allergies have special resources to use so they can still join in with the same activities as the other children. This enhances children's self esteem and their learning and development. Through all messy activities, staff sit with the children and support them well to extend

further their learning and development. For example, in the baby room, babies sit on the staff members' laps while they experiment with the feel and texture of flour. Staff talk to the children about the flour and babies use spoons and bowls to transport it. This enhances the children's physical development.

Staff in the pre-school room support children with their emerging writing skills when playing with the flour. Children make different shapes and staff encourage the children to write different letters using their fingers. Staff also write different letters and numbers and ask the children if they can name them. This allows the children to learn how to form the letters and numbers in a fun and enjoyable way. Staff respond well to children's individual needs and as result, children are making good progress with their learning and development.

Planning is effective in providing activities to promote children's all-round learning. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress well. Tracking is used successfully to see if children require support with their learning and development. Detailed progress reports are shared with the parents so they can see the progress their children make. Parents regularly share with the staff what they have been doing with the children and this is used successfully to inform planning. This enables staff to meet the individual needs of the children.

Staff work closely with other agencies caring for the children. They work together with the parents to complete individual education plans. These are then used to make sure that children receive the appropriate support and that planning takes full account of their needs. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

The contribution of the early years provision to the well-being of children

Children learn about keeping safe through the staff's effective teaching. For example, they teach them about tripping hazards, and making sure they keep safe when using the crates in the garden. When playing in the garden staff teach the children how to problem solve to make sure the resources they are using are safe. For example, children had piled resources on top of each other and started to climb on top. Staff came and asked the children what they should do if it wobbles and would it be safe. Children checked their construction and worked out all the areas that wobbled and tidied these resources up to make it safe to climb. A member of staff put four crates together and a child pointed out that was unsafe as they should not be more than three high. Through the effective teaching of the staff children have learnt how to keep themselves and their peers safe.

Regular risk assessments also take place to support the children's safety in and out of the nursery. Children also participate in regular fire drills. This helps children to understand what to do in the event of an emergency.

Staff use resources well to promote most areas of learning. Younger children's creative

learning is not actively supported when they play in the garden. This is because there is a lack of resources readily available outdoors for children to express their creative ideas and imagination. The resources are all stored so that children can freely choose the resources in the base rooms, to further enhance their learning and development. This also helps to promote the children's independence skills.

All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Staff work well with both parents and outside agencies to support children's behaviour and to put strategies in place to progress their learning and development. Given the children's ages and stages of development they behave well.

All meal times are social occasions that help children to learn new skills to support their emerging independence skills. Older children wash their hands and collect their plate and cutlery. They then look for their name mats. This supports children emerging reading skills. Once they have sat down children serve themselves their own meals. Children in the younger rooms learn how to feed themselves through the close support from the staff. Staff take time to talk to all ages of children and explain the meals they are having and about the affect food has on their bodies. This enables the children to learn about their own health and well being.

Children play in a hygienically clean nursery and are taught well by the staff to support their own health and welfare. Older children can explain in great detail what they need to use in order to clean their hands. Younger children are taught well by the staff how to clean their hands and why they need to do it. This helps to protect all children from the risk of cross infection.

An effective key person system is in place, which enables children's individual needs to be met. Staff work closely with the parents and children to settle them into the nursery. They gain information about children's interests and use this to help them to settle when they first begin. Children are supported well when they move from each room and staff take into account children's individual needs when these changes take place. As a result, children's self esteem is fostered well; they gain reassurance and settle into the next group quickly.

The effectiveness of the leadership and management of the early years provision

The owner and the deputy manager are fully aware of their responsibility to meet the safeguarding and welfare requirements, and those for learning and development. Staff have a good understanding of child protection matters and are proactive in taking steps to keep children safe. They are aware of the settings' policies, procedures and who to report any concerns about children's welfare to. Regular and ongoing risk assessments take place to enable children to be cared for in a safe learning environment. Staff are vigilant in their supervision of the children and are conscientious in ensuring that the play environment is kept clean without inhibiting children's fun. This is evident when children finish exploring

flour. The activity has resulted in a dusting of flour over floors and surfaces, including staff. Children go off to play outdoors and a member of staff quickly returns the room to its original state of cleanliness, so it is ready for children's later activities. There are robust recruitment procedures in place for checking staff's suitability. All staff and the owner have regular supervision sessions to identify any training needs of staff. This commitment to developing staff's knowledge and skills results in improved outcomes for children.

The manager and staff work with the early years team from the local authority to monitor the learning and development requirements. They also assess activities to make sure they are meeting the children's individual needs overall. Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress to ensure that children make good progress with their learning and development. Parents views are sought and valued, meaning that parents are fully involved in their children's learning and care.

Staff work closely with the parents and they regular share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides consistency and continuity of care and learning for all children; especially those with special educational needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY347110
Local authority	Bexley
Inspection number	905359
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	62
Name of provider	Clever Clogs Childcare Ltd
Date of previous inspection	12/10/2011
Telephone number	0208 304 1655

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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