

# Clever Clogs Childcare Ltd

Inspection report for early years provision

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**Unique reference number** EY347110  
**Inspection date** 12/10/2011  
**Inspector** Justine George

**Setting address** Welling School, Berwick Road, Welling, Kent, DA16 1LB

**Telephone number** 0208 304 1655  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Clever Clogs Day Nursery was registered in 2007 and is privately owned. The nursery operates from a fully converted annex in the grounds of Welling School, Berick Road, Welling, in the London Borough of Bexley. The nursery consists of a baby room with sleep room, milk kitchen and nappy changing room; a toddler room with toilets; and a pre-school room with toilets. The pre-school room has direct open access to an outside play area and there is a fully 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. The nursery is set out on one level, providing good access.

The nursery is registered to care for a maximum of 56 children from three months to under five years at any one time. There are currently 64 children on roll. Children aged three and four years receive funding for nursery education. The nursery is also part of the two-year-old funding pilot scheme. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery is open daily from 8am to 6pm, weekdays, all year round, except for bank holidays and five training days a year. The manager holds a level 4 qualification in management and a level 4 qualification in Children's Care, Learning and Development. There are 15 staff in total, including bank and kitchen staff. All room leaders have a level 4 childcare qualification and the setting excels in meeting the required qualification requirements for the rest of the staff. The nursery receives support from an Early Years Advisory teacher.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery continues to maintain excellent standards where children are exceptionally well cared for in a very warm and homely environment. Staff are truly committed towards driving improvement, seeking ways to further improve practice. Children's care is exceptionally well fostered and they make superb progress from their different starting points, in learning and development. The nursery environment is extremely enabling for children. The experiences children explore and initiate are of a very high quality as are most of the other activities, resources and equipment.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- using the practice guidance cards to provide purposeful music sessions for younger children and check that resources are sufficient for children's enjoyment, for example, water and sand provisions. In addition keep routines flexible so that young children can pursue their interests
- improving further the cleanliness of the setting, for example cleaning floor mats and nappy and waste bins, and ensure bins are covered and emptied regularly.

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

Children's safety and welfare is paramount and the steps in place to safeguard children are extremely effective. Robust recruitment and vetting procedures ensure staff's suitability to work with children. Staff turnover is low and they are a highly qualified, enthusiastic and motivated team. The team is extremely secure in their knowledge of how to keep children safe. This is due to the strong commitment of the leadership and management team, who implement very effective methods to ensure staff are kept very well informed. For example, staff receive regular training and their secure understanding of the policies and procedures is reinforced through questionnaires and team meetings. Excellent information is available for staff to refer to in the event of any concerns, ensuring a competent staff team. All of the required documentation is in place to ensure the needs of children are fully met and that the welfare requirements are adhered to.

Equality and diversity permeates throughout the setting. Resources reflect the diverse society in which we live and the environment is extremely enabling for children. The deployment of resources is effective and children truly lead the way in developing their learning. The staff team are highly effective in ensuring that all children are well integrated into the setting. Children with English as an additional language are well supported. Staff use visual aids to help them learn about routines and key English words to develop their understanding. They send information home so parents can discuss the day with children in their home language. Effective observation and assessment methods enable staff to identify any concerns in relation to children's development. Support systems are introduced as soon as possible, effectively enabling children to develop at their own speed.

The partnership with parents is extremely effective. They receive excellent information about the setting which, ensures they are kept fully informed of their child's development and understand the policies and procedures of the nursery. Excellent information from parents about children's routines, needs, interests and learning enables the nursery to meet the individual needs of every child. The views of parents are actively sought and this information contributes towards the way the nursery operates. As a result, parents are kept well informed about the Early Years Foundation Stage framework through meetings and the range of information and displays in the nursery.

The manager and staff team make extremely good use of all evaluations from parents and external agencies. This, together with their own evaluations of

sessions is used very successfully to improve the provision for children and ensure every child has the opportunity to develop their learning and personal skills extremely effectively.

## **The quality and standards of the early years provision and outcomes for children**

Children make superb progress in their learning and development and develop excellent skills for the future. The environment is truly inspiring and the learning is child led. Effective observation and assessment methods ensure children make very good progress in their learning and development. Staff regularly observe children and identify the next steps to support them in making progress. Next steps are reviewed frequently and new targets are put into place.

Group activities are planned to introduce new skills and ideas. The children adore playing in the wonderful garden where they dig soil to look for worms, fill up containers with water and empty the contents into holes to soften the ground for digging. Children show high levels of independence when selecting resources they need. They know where to get paper for painting, they make their own paints and are developing their early writing skills by 'writing' their names on the paper. Children enjoy using the computer, where they have access to a range of programs that cover many of the areas of learning. Staff engage really well with children and in conversation use children's experiences to help them in their learning. The emotional well-being of all children, and especially babies and younger children, is very well supported. Children are very settled and secure and their daily needs are extremely well met. They explore a wide range of activities and experiences throughout the day helping them to learn about the world around them. Most activities are exceptionally well planned, although occasionally the daily routines prevent children from pursuing their interests, as they are requested to take part in a group activity.

Children feel safe in the setting and are very well behaved. They are stimulated extremely well and staff have excellent preventative strategies in place to eliminate negative behaviour. Children's ideas and thoughts are listened to and acted upon by the attentive staff team. In the event of any conflict with a peer, children are encouraged to resolve issues for themselves, developing their own problem solving and social skills. Staff recognise children's capabilities and children show maturity in the tools they use. Spades are used appropriately in the garden and children access scissors, using them safely to extend their creative activities. The environment is very safe and secure and the majority of staff hold current first aid certificates. Therefore, in the event of an accident, children are well protected.

Children's health is effectively promoted. Staff are well informed of the children's health and dietary needs and this information is shared with the cook. The cook is extremely enthusiastic in her role and provides a stimulating range of nutritious meals, such as home-made soups, using seasonal and local produce. The cook is also keen to work with children to develop their awareness of food sources and nutrition. The premises are clean and hygienic, although some areas are showing

signs of age. Staff are rigorous in ensuring children's health is not compromised and follow clear procedures for preparing milk for babies and nappy changing. The children are effectively supported by staff to develop good hygiene practices. Children all relish the opportunities for fresh air and exercise. Very young children are taken out on a daily basis to buy food and all children make very good use of the garden. Plans are in place to further develop and utilise all outdoor areas by implementing forest school initiatives, which will further support children in learning about the natural world.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met