

Clever Clogs Day Nursery (Durham) Ltd

Inspection report for early years provision

Unique reference number	EY425224
Inspection date	22/08/2011
Inspector	Lindsey Pollock
Setting address	Clever Clogs Nursery, Durham Road, Bowburn South Industrial Estate, Durham, DH6 5AT
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Type of setting	Childcare on non-domestic premises

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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 Nursery was registered in March 2011. It is one of three settings owned and run by Clever Clogs Day Nurseries Limited. The nursery is located in Bowburn and serves the local and surrounding areas. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 94 children may attend the nursery at any one time. There are currently 51 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eleven years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff. All hold appropriate early years qualifications. The majority of these are at level three or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This warm and welcoming nursery successfully meets the individual needs of all children who attend. Most staff have a good and increasing knowledge of the learning and development requirements. As a result, children are making good and, in some cases, very good progress towards the early learning goals. Positive relationships with parents are in place which ensures that each child's needs are met. The enthusiastic management team, which includes the owner, have a clear vision for the further development of the provision and, along with staff and support from other professionals, are working hard to continually improve the setting. Consequently, the capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase challenging opportunities for older children to promote their physical development
- monitor the temperature and ventilation in the nought to one-year-old sleep area to ensure the comfort and safety of the children.

The effectiveness of leadership and management of the early years provision

The management team ensure that all adults are suitable to work with children. Rigorous recruitment procedures are in place. Induction, probationary periods, and appraisal sessions mean that staff are well monitored and supported whilst working. Arrangements for safeguarding children are robust. The designated people who take lead responsibility for safeguarding children within the setting have completed appropriate training. All staff have a clear understanding of their duty in protecting children. Comprehensive checks of the premises, equipment and activities are undertaken to ensure risks are minimised. Good supervision of children further reduces the likelihood of accidents. Clear procedures are in place when taking children to, and collecting from, school. Risk assessments are fully documented so that hazards can be monitored.

The nursery is well resourced, providing children with stimulating experiences which promote their enjoyment, fun and learning. All rooms are warm and welcoming and are furnished to high standards. There is lots of natural light and most rooms have direct access to the outdoor play area. Although the temperature is monitored in the main play areas, it is not monitored in the 0 to 1-year-old sleep area which does not have any ventilation other than when the door is open. The pre-school room particularly provides a highly stimulating learning environment for children. Staff share the management team's clear vision for the future of the setting. They feel very much supported in their own professional development and in their daily practice. All staff continually evaluate the provision in order to identify areas for improvement. Parents communicate their views about the services offered by the nursery through questionnaires and direct contact. The management team collate all of this information and use this to help them develop the provision. Staff appropriately and actively promote equality and diversity. They have a good knowledge of each child's background and needs and make the most of diversity to help children understand the society they live in. They work closely with colleagues, parents and, where appropriate, other professionals to ensure each child gets the support he or she needs.

Information about the children's needs and progress flows well between home and other providers of the Early Years Foundation Stage, for example, through the use of the written daily diaries, communication books and discussions. Effective relationships ensure parents and carers play an active role within the nursery. Events such as 'family fun day' and open days when parents meet with key workers, help to build positive relationships. Parents acknowledge their involvement within the nursery and speak positively about the staff, the new owner and the activities provided. They appreciate the flexibility of the nursery in meeting their needs with regard to their working hours.

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

Children are making good, and in some cases, very good progress, in their learning and development. Staff are becoming increasingly confident in their delivery of the Early Years Foundation Stage. They work closely with the early years advisory team and with practitioners from the company's other settings to help develop this aspect of the provision. Their planning is based on children's individual needs. It is clearly recorded and shows how they incorporate children's interests when planning activities. Learning journals containing photographs, written observations and samples of children's work, chart children's progress towards the early learning goals. 'Flying from the start', the Durham scheme for early years assessment, is used successfully to track children's progress and help staff plan for their next steps.

Babies and very young children receive good care in stimulating areas, with a wide range of resources to promote early development. Early physical skills are promoted, with the provision of resources where babies can pull to standing. New walkers have lots of space to move around in. Sensitive and caring staff give lots of support, sitting alongside the youngest children as they delight in water play and use the low-level climbing equipment in their rooms. Babies enjoy stimulating activities, such as exploring treasure baskets and lots of sensory play, which can include paint, slime and even mushy peas. All children are very happy at the setting. Parents state that children are keen to attend and often do not want to leave at the end of the day. They are confident, active learners, who relate very well to the adults who care for them. Behaviour is good throughout the whole nursery. Staff are calm and ensure children are constantly busy to keep them fully occupied. Children are becoming increasingly independent. From a very young age they make choices about what they want to play with. As they develop they help to tidy up, enthusiastically sweeping the sand up and serving themselves at lunch time. Children's understanding in problem-solving, reasoning and numeracy is developing well. For example, younger children successfully play with shape sorters and older children confidently count the windows on the house they have made on the computer. They learn about the wider world through positive images which reflect difference and diversity. Books and play equipment help children to value each other. They take part in various outings both, within the local community and further afield, such as, visits to the farm. Free-flow arrangements between the indoors and outdoor area allow children to benefit from playing in the fresh air. Whilst there is a range of resources to promote physical development outdoors, more challenging equipment for older children is limited.

Good hygiene routines throughout the nursery, including the use of gloves and aprons during changing procedures, minimise the risk of cross-infection. Older children know of the importance of washing hands and do this appropriately. They have an increasing understanding about what foods are good for them. They join in activities, such as smoothie making and growing their own vegetables at the allotment. All children show a strong sense of security and feel safe within the setting. They know how to behave safely, both indoors and outdoors. For example, use tools such as scissors and cutters appropriately and ride their bikes safely in

the outdoor area. Visits from the police department help to raise children's understanding of road safety and staff reinforce this learning fully in everyday activities.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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