

Inspection of Clever Clogs Preschool

Main Road, Hawkwell, Hockley, Essex SS5 4EH

Inspection date:

17 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children radiate joy and happiness at this inspirational pre-school. Leaders and staff create environments that inspire and engage children in a vast range of learning experiences. Staff place a high priority on children's well-being. Children demonstrate a sense of safety and relaxation as they engage in yoga sessions. Furthermore, children have a strong sense of belonging at the pre-school. Staff encourage children to have a voice, such as when voting for the story of the day. 'Mini-me' figures made by staff for all children are incorporated into the many activities on offer.

Staff plan and deliver a range of inspiring learning experiences that captivate children. Careful consideration is given to what children learn and how it is taught. Consequently, children become deeply engaged in their play and show high levels of involvement and concentration. Children have incredibly positive attitudes to their play and learning. Relationships are respectful. Children show excellent listening and attention skills and respond positively to adult direction.

Children move around the pre-school with the utmost confidence. They behave exceptionally as they make independent choices about how to lead their learning. The highly inclusive environment supports all children to access the ambitious and challenging curriculum. As a result, children thrive.

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

- Leaders and staff know and understand the curriculum and how best to teach. They have a deep understanding of cultural capital and what this means for every child. Their commitment to closing gaps in children's learning is evidenced by their extensive efforts to provide children with the richest and broadest of experiences. As a result, children learn and remember more about the wider world and how they fit into it.
- Children's communication and language development is a prime focus. Leaders use screening tools and language boosting programmes to accelerate children's communication and language. Children choose favourite stories, songs and rhymes. Staff sing along with children as they play. Narration alongside children's play further provides rich language experiences where children hear words such as 'bumpy', 'scaly', and 'gigantic'. As a result, children are becoming capable communicators.
- Children are valued as active contributors in the pre-school. Their voice is an essential part of the day. Children have very high levels of confidence. They are keen to share ideas with visitors and talk about what they are learning. They demonstrate a sense of belonging and positive attitudes in all they do.
- Children are innately curious, exploring their environments with awe and wonder.

They create potions in the mud kitchen, carefully following recipes made from petals, leaves and sand. When they find insects in the garden, they lovingly place them in the 'bug house' to stay safe. They are developing a sense of empathy and understanding of the feelings of others.

- Mathematical language is woven seamlessly through children's play. At the water tray, children develop their understanding of concepts such as empty and full. They solve problems such as how to transport water and move plastic ducks through chutes.
- Leaders have the utmost consideration for vulnerable children. They show a deep-rooted passion for giving every child an incredible start in life. They have developed a highly inclusive curriculum where environments and teaching help every child to thrive. Any funding received is used in the best possible way to ensure that children make consistent progress and achieve their personal targets.
- Staff deliver exceptional teaching because they know and understand their children and how to prepare them for the next stage in their education. This is fully supported by regular discussions about professional development and ongoing training. Leaders are highly reflective and constantly strive to make improvements in the provision that is offered.
- Leaders use evaluation well to monitor the quality of teaching. They demonstrate a secure understanding of the importance of knowing children's starting points, what they are capable of and how to provide challenges that expedite learning. As a result, children make rapid progress in their learning and development.
- The entire team has a secure understanding of what it means to keep children safe. They keep themselves up to date with training and local information and are confident to raise concerns about children or colleagues. Staff are helping children to learn about how to keep themselves safe.
- Parents speak very highly of the pre-school. They feel valued and respected as partners and know that their contributions to their children's learning help staff to shape the meaningful experiences that children have at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	402131
Local authority	Essex
Inspection number	10339227
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	2 to 4
Total number of places	35
Number of children on roll	60
Name of registered person	Duboux, Jane Elizabeth
Registered person unique reference number	RP513438
Telephone number	07877 814708
Date of previous inspection	5 July 2018

Information about this early years setting

Clever Clogs Preschool registered in 1993 and is one of two settings run by the same provider. The pre-school employs 12 members of childcare staff. Of these, 10 hold an early years qualification at level 2 or above. The pre-school opens from Monday to Friday, for 47 weeks of the year. Sessions are from 9am to 4pm on Monday, Tuesday, Wednesday and Friday, and from 9am to 1pm on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning and observed the interactions between staff and children. This included a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager, the deputy manager and the inspector discussed the leadership and management in the pre-school. This included the manager showing the inspector documentation to demonstrate the suitability of staff.

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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