



Cliffe House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY320815
Inspection date	27 September 2006
Inspector	Thecla Grant
Setting Address	Cliffe House, South View Road, Yeadon, Leeds, West Yorkshire, LS19 7BF
Telephone number	0113 2500066
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Registered person	First Class Child Care Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Cliffe House Day Nursery is one of eight nurseries run by First Class Childcare Limited. It opened in 2006 and operates from four rooms in a converted building in Yeadon on the outskirts of Leeds. A maximum of 65 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.15, for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 58 children from three months to under five years on roll. Of these 16 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with English as an additional language. The nursery employs 17 staff, of these 16, including the manager, hold appropriate early years qualifications. One member of staff is working toward a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are adequately protected from infection and are well taken care of if they have an accident or become ill. For example, staff take appropriate steps to prevent the spread of infection by wearing gloves when they change children's nappies. Staff are trained in administering first aid and have appropriate permission and records in place regarding the administration of medication to children. The nursery is suitably clean and in good condition; staff promote hygiene by keeping their rooms clean. In the baby room a staff rota for cleaning is in place and the main clean is carried out while children are present. During the morning the floor is mopped using a strong smelling antibacterial floor cleaner. As a result, some children cough and staff have to open the window. Children under two are taught simple hygiene practices, by washing their hands in a shared bowl of soapy water. Older children wash their hands after toileting and before lunch but do not wash their hands before breakfast. As a result, children do not effectively learn simple good health and hygiene practices.

Children's health is promoted by a nutritious and balanced diet. Meals are freshly prepared and fresh fruit is available. Children have easy access to drinks of water throughout the day. All staff are aware of the children's dietary needs and these are very well implemented. Older children enjoy social interaction with each other during their morning snack of fresh fruit and a choice of drinks. However, opportunities are missed to promote healthy eating through discussion because children are given minimal supervision at snack time. Children over two years receive fresh fruit on one plate to share between two tables. As a result, they miss opportunities to become independent in serving themselves.

Children enjoy physical activities. Older children have a very good range of outdoor toys and equipment. They skilfully ride the wheeled toys and push themselves along on the scooter. They expertly stride from one tyre to the other across the garden and keenly participate in bat and ball games. Children under two have the same activities and keenly access all areas of the garden. Babies enjoy the movement of the rocking horse in their room and practise climbing on the large plastic shapes. They pull themselves to a standing position to practise their walking skills. As a result, children effectively benefit from regular physical activities indoors and outdoors. Babies rest and sleep according to their needs. Children in the under three area sleep at set times.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and secure environment. Children's artwork is creatively displayed through out the nursery and each room is attractively set out to entice children to play. Children happily play with the broad range of age appropriate toys and equipment provided. They are settled and happy in this child-friendly environment. Children are appropriately protected because most staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

The staff are aware of their responsibilities to keep children safe. Clear and comprehensive policies and practices are in place to ensure children's safety. For example, all low electric sockets are covered and children cared for on the first floor cannot access the low window. Staff in the baby room are familiar with the evacuation policy and the emergency exit is easily accessible.

Staff generally assess potential risk to children. They put procedures and practices in place to minimise these. For example, during breakfast time on the first morning, the kitchen door remained open. This leads into the pre-school room; therefore, children can easily access the kitchen and this was discussed. On the second day the kitchen door remained closed and the hatch was used during breakfast time. Children are able to explore and take risks. However, when children aged between one and two years access the outside play area they use the stairs, not all children are competent in using the stairs and extra staff are not immediately available to help. As young children play outdoors they access hazards, such as dirty water trapped inside the tyres used for stepping and balancing by the pre-school children. As a result, children are not effectively supervised.

Helping children achieve well and enjoy what they do

The provision is good.

Staff working with the babies have attended 'Birth to three matters' training. They effectively implement the framework to plan and promote the outcomes for children. Babies enjoy being together they access all activities provided. They become playfully engaged and involved as they build a tower with the stacking cups. Babies learn new words as they listen and try to join in with the singing activity. For example, some children sit looking as staff sing the nursery rhymes, others try to join in with the actions and songs and others play with toys nearby. All children enjoy the singing activity.

Children in the under two area enjoy their singing activity before garden time. They choose songs they would like to sing and know the words well. The staff provide a good balance of activities where children can explore and investigate their surroundings. Children are interested in what is provided and enjoy their play. For example, children choose to crawl through the plastic tunnel and play with the zoo animals in their room. The staff are kind and appropriately attentive to the children. They develop children's language skills by asking questions and teaching children new words, such as kiwi.

Children in the pre-school room are involved in a broad range of activities which support their language, mathematical thinking and imagination. They make decisions about their play and learning as they choose from a range of activities and relate very well to other children in their group.

Nursery Education

Children are making good progress through the stepping stones towards the early learning goals. They are making satisfactory progress in knowledge and understanding of the world and mathematical development. In all other areas children are making good progress. Children have a good sense of belonging and separate from their main carer with confidence. They self register

as they enter their room, however, this is not effectively promoted. Children are confident in linking with others for support and have built good relationships with their peers. They have a good understanding of their community and the wider world. For example, at circle time the children share what is happening in their lives. One child tells the children he is going to Disneyland. Another tells the story of his holiday and aeroplane experience. Children have a very good appreciation for books. They choose their favourite books and tell the story by looking at the pictures.

Children have good opportunities to show their skills regarding fine and large motor development. They use tools for a purpose; such as scissors for cutting paper and tools for digging and moulding the sand. Children use writing as a means of recording and communicating. For example, a three-year-old writes a letter, 'It's an invitation to a birthday party' she says. Children show interest in information technology. For example, a child sits at the computer and listens to the instructions, however, does not understand what to do next and waits until a member of staff comes to help her.

Children enjoy supervised and spontaneous activities. For example, a small group of three-year-olds sit at the threading table, 'I got some blue for you' says one child to her friend. He is asked by an adult, 'How many do you have?' the child counts to four. 'Here is another one' says his friend. An adult asks, 'How many do you have now?' He counts to five. Children recognise colours such as purple, green, yellow and blue. During the supervised threading activity children are challenged appropriately regarding counting and colour recognition. However, opportunities are missed for them to develop shape recognition. Children eagerly choose what they want to play with during the day. However, on occasion staff fail to demonstrate an awareness of children's need to act independently in the setting. For example, when children make decisions about their play and learning staff do not positively respond to their interests.

The quality of teaching and learning is satisfactory. The staff have a general knowledge and understanding of how young children learn. For example, the activities provided stimulate and challenge children. However, the staff team is new and they have not attended training in the Foundation Stage. As a result, their knowledge of how young children learn is incomplete. The method used to teach children is inconsistent, staff's attitude to teaching can sometimes be negative. As a result, expectations are low.

Staff adequately use their time and resources to enable children to make sufficient progress. The pre-school room is organised with enough space for children to manoeuvre. Children enjoy their time in the pre-school room. However, at times children become bored because staff do not challenge them effectively for their age and stage of development. For example, some challenges are pitched too high and others are not delivered positively. Assessments from the last staff team are in place, these are not up to date. New assessments are in place, but have not been implemented.

Helping children make a positive contribution

The provision is satisfactory.

Children are satisfactorily cared for by staff. They work with parents to meet their individual needs and ensure they are included in the setting. For example, parents complete a care plan when their children enrol and are given verbal and written information at the end of the day. Acceptable procedures are in place to care for children with learning difficulties and disabilities. However, at present there are no children with learning difficulties or disabilities on roll. Children know the routine of their room and explore their environment with ease. As a result, children are settled.

Babies have developed a sense of belonging. They play side by side and make friends by giving each other toys. The staff acknowledge the closeness babies seek by giving them cuddles. Children appropriately benefit from activities and resources which help them to value diversity. They generally learn to respond to appropriate expectations for their behaviour. However, not all staff have attended behaviour management training and some staff are not familiar with the nursery policy. The children's spiritual, moral, social and cultural development is appropriately fostered.

The quality of partnership with parents and carers is satisfactory. Information on the curriculum is easily accessible on the parent notice board. Parents are given information about the setting through news letters and suitable arrangements are in place to inform them about their children's progress and achievements. However, parents do not receive good quality information about the provision, particularly the educational programme.

Organisation

The organisation is satisfactory.

Recruitment and vetting procedures ensure children are well protected and cared for by staff with knowledge and understanding of child development. Staff have a clear sense of purpose and commitment to continual improvement. However, opportunities for staff to enhance their skills by attending short courses on specific subjects are not yet available.

Group sizes and staff deployment generally contribute to children's good health, safety, enjoyment, achievement and ability to make a positive contribution. All policies and procedures are in place and satisfactorily implemented by the staff.

The quality of leadership and management is satisfactory. The senior managers have a clear vision for nursery education and the personal development of all children and staff. Systems are satisfactorily in place for the professional development of staff. The staff are committed to improvement of nursery education and work with the senior managers to review the quality of the provision.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there has been one complaint made to Ofsted that required the provider to take action in order to meet the national standards. Ofsted received concerns in relation to National Standard 2, Organisation. The Compliance, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure hand washing procedures in place effectively teach children the importance of good hygiene practices
- make sure children cannot access dangerous toxic substances and staff are appropriately trained regarding control of substances hazardous to health
- make sure staff are effectively deployed to ensure children's safety with regard to undertaking domestic tasks, escorting children to the garden, and during garden play time.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staff's knowledge and understanding of the Foundation Stage, develop curriculum planning, and focus activities to include how the activities can be adapted to suit children of different ages and who learn at different rates
- develop systems in place to record how well children are doing in relation to the stepping stones and whether they are making enough progress in relation to their starting points

- make sure parents receive good quality information about the provision, particularly the educational programme
- make sure children's decisions about their play and learning is valued and respected.

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