



Cliffe House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY232708
Inspection date	27 June 2005
Inspector	Cynthia Walker
Setting Address	Main Street, Burley in Wharfedale, LS29 7DG
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Registered person	Della Stocks
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 was registered in October 2002. It is situated in a converted church hall in the centre of Burley in Wharfedale and serves the local community and surrounding areas. The nursery is privately owned and is part of a group of three nurseries.

The setting opens from 07.45 to 18.15, Monday to Friday for 51 weeks per year. There are currently 90 children on roll. Children attend for a variety of sessions. Thirty

eight children receive funding for nursery education; twenty are aged three years old, and the others are aged four. There are systems in place to support children with special needs. The setting have four playrooms divided between the ground and first floor with children under two years being on the ground floor. There is access to a secure outdoor play area to the front and side of the property.

Twenty eight staff work in the group. Over half the staff hold early year's qualifications. The nursery receives teacher support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Good routines have been established around personal care and children are becoming increasingly independent, demonstrating sufficient awareness of hygiene procedures.

Children are well nourished and enjoy a good variety of nutritious snacks and meals which incorporate a wide selection of fruit and vegetables. Parents have been actively involved in reviewing the menu to follow a healthy lifestyle. Children's dietary needs are discussed with the parents and efficiently recorded. The older children are beginning to learn the importance of certain foods through planned activities. Children can independently access fresh drinking water.

Good use of the outdoor area is developing children's physical skills. They are accessing a reasonable range of equipment which enables children to become confident in their actions. For example, balancing toy eggs and spoons and manoeuvring wheeled toys in the outdoor area. Younger children are acquiring physical skills as they pick up, throw and kick large balls.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. A comprehensive risk assessment is supported by a named officer for health and safety. Good discussion around the use of hats is increasing children's understanding of how to protect themselves from the sun.

Accommodation in most rooms is sufficiently welcoming and arranged to allow children to move spontaneously and independently around all areas of play and learning.

Resources are well arranged to allow all ages of children to make individual decisions about toys they are going to play with. Most children are accessing a reasonable range of resources appropriate to their age and stage of development. However, children's interest is insufficiently stimulated in some areas because of the limited

selection of toys and resources which support all their aspects of learning.

Children are reasonably protected by staff that have sufficient understanding of child protection procedures in line with the local Area Child Protection Committee guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children are making very good progress because staff have developed a good understanding of the needs of children under three. Children acquire new knowledge and skills as they join in a wide range of stimulating and well planned activities, for example, showing delight in sensory experiences as they explore materials such as shaving foam and jelly. They make marks and patterns as they play with 'gloop' and enjoy a variety of painting activities. Children enjoy listening to stories demonstrating good concentration and confidently question aspects of the story. Early communication skills are well supported by staff repeating and responding to simple words. Younger children are developing emotional security through effective relationships with caring and responsive staff.

Nursery Education.

Children make satisfactory progress because staff have a reasonable understanding of their needs and provide a suitable range of activities and experiences. Staff have a sufficient awareness of the early learning goals; however, lack of consistency with the staff's questioning has some impact on children's learning. Focussed activities are being evaluated and include different challenges for children; however, this is not extended to overall planning to ensure all areas of children's learning are included. Detailed children's assessments are in place and their next steps for learning are linked informally to future planning. Children independently select resources, though, the range and presentation of resources does not encourage children's active involvement in all areas of learning.

Children have a positive attitude to learning and are interested in the appropriate range of activities provided. They have good communication skills and confidently initiate interactions with both children and adults, for example, discussing visits to each others homes or negotiating play. Children concentrate well, sitting quietly at story time and enjoy a broad range of books, demonstrating a sound understanding of the narrative and sequence of events. They reinforce their counting skills by counting children at circle time and discussing weight as they measure pieces of clay. However, children are not able to develop their mathematical skills further within the daily routines, especially simple addition and subtraction. Children are imaginative, for example, dressing up in colourful costumes to go to pretend party. Children relate well to each other, working co-operatively together at activities, such as sand and water.

Helping children make a positive contribution

The provision is satisfactory.

Children are well cared for by staff who effectively work with parents to meet individual children's needs. Children's behaviour is generally good. They respond well to clear and sensitive explanations from staff and have a good understanding of the behaviour codes of the group, particularly at snack time. Staff have realistic expectations of younger children which is helping them to understand the boundaries of behaviour within the setting. However, staffs' knowledge of behaviour management lacks consistency; reflected in their responses when older children's behaviour is affected by lack of stimulation and direction.

There are systems in place to support children with special needs, however, the named person has not attended all the specific training. Children are developing a positive attitude to others through the provision of a reasonable range of resources and activities. They have opportunity to learn about themselves and their own community through planned activities and outings. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Partnership with parents is good. Information about their children's needs, interests and achievements is actively sought before the child starts at the setting. As children move through the different units within nursery, needs are reviewed and included in a 'care plan'. Parents receive useful information about the setting and daily activities. Staff have established both formal and informal processes to share information about their individual children's achievements.

Organisation

The organisation is satisfactory.

All legally required documentation which contributes to children's health, safety and well being is in place and is regularly reviewed. Space is reasonably organised to support play opportunities for children.

Leadership and management is satisfactory. Good staffing procedures ensure staff have a clear understanding of their roles. Adequate staff meetings are held but these are not effectively used to maintain consistency in improving outcomes for children. A regular appraisal system is directly linked to future training needs, however, there are issues which are reflected in positive contribution. The setting liaise closely with advisors from the local authority to improve the quality of education they are providing. Monitoring procedures are adequate but are not always used to identify ways to improve teaching. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the previous care and nursery education inspections the nursery were given an action improve the child protection procedures. There were recommendations to

improve the resources and play opportunities for some younger children, use observations to inform planning, improve resources reflecting equality of opportunity and improve staff's knowledge of behaviour management. They were asked to improve; children's understanding of letter sounds and formation, resources in information technology and children's understanding of health and bodily awareness.

The nursery have now linked their child protection procedure to the local Area Child Protection Committee guidance to support children's welfare. Detailed plans are in place to provide learning activities for all younger children however resources in some areas still need improving. Observations are being used to informally link children's next steps for learning to future planning and resources are supporting children's understanding of diversity. Training on behaviour management was met but has not been maintained. Children's learning is extended and they are able to write letters and practice letter sounds. Resources have been introduced to improve children's understanding of communication technology. Activities have been introduced to develop children's understanding of the effects of exercise on the body although this is not reflected in daily routines.

Complaints since the last inspection

There are no complaints to report.

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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):

- ensure that sufficient toys and play materials are available to provide stimulating activities and play opportunities in all areas of play
- develop systems to improve the staff's knowledge and practice in relation to behaviour management and special needs.

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):

- identify ways to improve the quality of teaching which include methods of questioning in all learning areas and the effective deployment of staff
- develop an effective monitoring system for the nursery and improve communication within the staff team to maintain consistency and improve the learning outcomes for children.

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