

Cliffe House Day Nursery

Inspection report for early years provision

Unique Reference Number	314601
Inspection date	18 July 2007
Inspector	Elizabeth Patricia Edmond
Setting Address	14 Third Avenue, Bridlington, YO15 2LP
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Registered person	Julie Anne Warkup
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 good. 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?

Cliff House Day Nursery was registered to the current owner in 1999 although it has been in operation for much longer. It operates from a detached house situated close to the North Bay beach in the seaside town of Bridlington. Children access three rooms in the main building, both the first and ground floor are used, plus one room based in the outside annex. A maximum of 38 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

The group is registered to provide funded nursery education to those children of eligible age. Of the 113 children aged 12 months to under 8 years currently on roll, 45 children are in receipt of such funding. The nursery currently supports a small number of children with learning difficulties and disabilities and those who speak English as an additional language.

The owner employs 11 staff to work with the children; additional staff are employed for administrative and cleaning duties. Most of the staff including the owner hold appropriate early years qualifications. The nursery is a member of the Pre-school Learning Alliance, The

National Day Nursery Association and 4children. The nursery has gained an 'Investors in People' award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in warm, clean and well ventilated premises where they learn about very good hygiene procedures. The children talk confidently about washing the germs off their hands before snack and after using the toilet and they learn to manage this independently. Staff sensibly offer the youngest children a wipe, so that they learn to wipe their own faces for themselves after lunch.

There is an enclosed area for outdoor play and children develop a positive approach to healthy physical play in the outdoors. The older children balance and climb well and they handle the bats and balls with increasing skill. The timetabled arrangements for outdoor play, whilst a little limiting in some respect, does mean that that most children play outdoors at some point during the day and the safety of the very little ones is maintained. However, if the babies are asleep when it is their turn then their outdoor play is sometimes lost.

The nursery provides a healthy range of snacks and children enjoy their toast and good sized portions of fruit. Snack time is a pleasant occasion and the children develop very pleasant table manners. For example, they learn to say 'please' and 'thank you' automatically as their snack is served by the adults. Whilst the routine for snack does not fully promote the children's independent skills, they do learn to use the water dispenser and they do so as they wish. The older children attending after school enjoy the healthy tea-time meals provided by the staff. Most children like the jacket potatoes or sweet and sour sausages and some attempt the salad items.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The staff have a positive and professional approach to identifying and managing risk. Health and safety documentation including risk assessment documents and records are clear and managed effectively by staff. This means that the children can play safely in the nursery environment. The children also learn to keep themselves safe as they play. For example, the staff remind the children to play carefully without inhibiting their play. For example, they remind the older children about being careful as they play their pirate game. The younger children learn the necessary skills to keep themselves safe. They also climb on the equipment as they play outside. However, although there is a good range of resources for the children, all of which are in good safe condition, there is no domestic style furniture in the under-twos room to assist their developing mobility and for them to carry on normal life experiences.

Children are well protected and their well-being effectively safeguarded. Procedures at all levels are clear and followed vigilantly by staff. Less experienced staff know who to talk to about any concerns and key staff are confident and capable. Staff are well trained and all national and local child protection guidance is kept on file for advice.

Helping children achieve well and enjoy what they do

The provision is good.

The children are happy and settled in the nursery environment. They arrive eagerly and happily, ready to play and learn. Younger children who are sometimes a little less settled are soon comforted tenderly by the staff as they snuggle in for a cuddle.

There is a good range of equipment and activities which help the children to develop their mathematical understanding and their language. The youngest children enjoy putting items in and out of storage and ask for their favourite rhyme book again and again. They also learn to concentrate as they examine the broad range of items in the treasure baskets; they have great fun banging the metal or wooden objects together. The babies snuggle happily onto the adults' laps for their favourite book. The two-year-olds learn to fit pieces of jigsaws together and they listen to a group story with interest. There are some opportunities for the children to use their imagination and engage in art and craft. However, opportunities for free expression are limited because much of the art work is adult led and none of the rooms has a designated art or 'messy' area. The older children attending after school echo this gap in the provision saying that they would like to do some art.

The children enjoy the range of outings to nearby places of interest that capture their interest and develop their understanding. The younger children enjoy the walks out to the beach and the older children develop an understanding of our cultural history as they visit local stately homes and gardens in the area. The staff are beginning to use the garden to enhance the children's play and learning; there are some very good quality opportunities outdoors. The timetabling of outdoor sessions means that most children have the opportunity to play and learn outdoors at some point. However, it sometimes limits the quality of their play, particularly for the older children, because they have to end their interesting game to come indoors.

Nursery Education

The quality of teaching and learning is satisfactory. Planning, discussion and documentation all suggest that the staff's knowledge of the early learning goals and stepping stones for children's learning is very good. They plan interesting adult-led activities which help the children to move on through the Foundation Stage. On a practical level the staff are less clear about the 'principles' of the Foundation Stage. For example, whilst the learning environment is on the whole satisfactory, opportunities for the older funded children to explore, experiment, plan and make decisions for themselves are limited to the short periods of free play, and access to the full range of resources is not easy for the children. This arrangement hinders the children's development as confident, independent learners. For example, the children often ask permission to play with particular equipment, such as the cars in the water, or the sticky taper to make a telescope with their roll of paper.

Similarly, the staff are beginning to lessen the division between 'play' and 'learning' although the terminology used by some staff and the timetabled routines suggest that there is still a degree of development needed with this. For example, the 'busy books' in the nursery have no relation to the active learning activities. Similarly, some of the children themselves ask when it will be 'play time' when they begin to get bored with their group phonics lesson. On the whole, the children are used to the timetabled routines for outdoor play, snack and group time and their very good behaviour is an asset in relation to this. However, it interrupts their play, their concentration and therefore their development. A strength within the educational provision is in the staff's ability to use conversational questioning techniques with the children to

encourage and challenge the children's understanding. For example, they help them to find and name letters of the alphabet when the children want to write a particular word. They have high expectations of what the children can achieve in some areas of learning.

The children can count well and they easily recognise familiar numbers painted in the garden. The children develop a good spatial awareness and can complete increasingly complex jigsaws and puzzles. They use mathematical language freely as they play outdoors. Staff place a firm emphasis on the children's development in communication language and literacy. The children learn to recognise and name letters of the alphabet and they learn to write their name. The younger funded children enjoy a quiet time in their book area. They help themselves to the colourful books regularly; they become very interested in books and they use them very well. The older children listen to a group story, although they do not have access to an interesting book area indoors.

Staff provide opportunities for the children to explore and investigate, for example, they observe what happens when water is added to the corn flour. Older children have opportunities to investigate the sand and water outdoors yet are sometime hesitant to use these fully and ask permission to put the cars into the water. There is also equipment such as magnifying glasses available in the outdoor area. However, because the children are so excited that it is their turn to play out, they prefer to spend their time in active, physical play. The children enjoy using the various construction kits and they do so very capably until it is time to put them away. The children show an interest in information technology and sometimes choose to play on the computer. There are some interesting games which address their interest and learning in other areas.

The children participate in adult-led art activities and learn different craft and paint techniques. For example, they decorate shapes cut out by adults on a small scale and they contribute to the adults' larger scale displays. There are no designated art and craft materials for the children to access freely. The children enjoy the dressing up clothes and sometimes initiate their own role play game. Some staff are skilled in acting on the children's interest and use their role play to extend their learning. For example, recognising the children's interest in their pirate game, the adults encourage map-making and they let the children find the sticky tape to make their rolled maps into a telescope. Opportunities for children to engage in adult-led dance sessions are good.

Helping children make a positive contribution

The provision is good.

The children are relaxed, confident and behave very well due to the warm praise and encouragement they receive for their efforts and behaviour. The children happily help to tidy up after themselves and they share and take turns very well. The toddlers have fun popping the small toys through the holes into the hanging storage; the older children also happily help to tidy up with the minimum of adult support. The staff get to know the children very well which means that their individual care needs are easily met. They talk confidently and knowledgably about the children's preferred ways to settle, their friendships and their family backgrounds. Support for children with learning difficulties and disabilities is also very good. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good and relationships are positive. There is good, clear information for parents about how the nursery operates in the form of clear policies, notices and regular newsletters. Parents are kept well informed about their children's progress. They

have free access to their children's folders and parents enjoy the open evenings where there are further opportunities to talk to the children's key worker about their care and development. Parents' opinions are sought about various aspects and their responses are very favourable. Parents' wishes about their children's care are clearly recorded and heeded. Parents are overwhelmingly very supportive of the provision and the staff's friendliness and hard work.

Organisation

The organisation is good.

The leadership and management of the educational provision is satisfactory. The well qualified owner oversees the running of the nursery in all areas and continues to develop procedures for monitoring and continually improving the provision. The staff's commitment to training is of huge benefit to the children's safety and well-being. The owner works well with the local authority to monitor the provision of the nursery education and has a welcoming approach to the inspection process. The local authority advisor visits regularly to advise on supporting children with individual needs as opposed to curriculum issues. Importantly the owner acknowledges the weaknesses in the management of the educational provision and genuinely attempts to address them. The staff work well together as a team; the flexible arrangement means that systems for covering staffing absences works well in practice and provides a high level of continuity for the children.

There is a highly professional approach to administrative duties both on a day to day level and in terms of overall management. All aspects of documentation are clear, comprehensive and used well to meet the children's care needs. There are clear records of accidents, medication and attendance, and the staff are vigilant in recording messages throughout the day. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection three recommendations were raised in relation to the children's care. The group was asked to record children's arrival and departure times, to include procedures to be followed in the event of an allegation being made against a member of staff within the child protection policy and to provide opportunities and resources to promote the children's understanding of diversity in the community.

The staff have revised the system for recording children's attendance. Although most children are registered as either 'here' or 'absent' there is now a system for recording the arrival and departure times of the children who do not attend set sessions. There are now a range of posters and play equipment which help all children to feel welcomed and valued. Children also learn to enjoy living in a diverse community by taking part in craft work and food tasting activities in relation to various cultural festivals. The child protection now has a brief yet appropriate statement about how the provider would handle any allegations made against staff.

Nursery Education

At the last inspection of the funded nursery education three key issues for improvement were raised. The group was asked to introduce a system to monitor the effectiveness of the nursery education and improve opportunities for the children to use their imagination in their creative development. They were also asked to plan effectively for children's physical development.

In order to monitor the effectiveness of the educational provision the staff now discuss ideas for improving the provisions at staff meetings. They also work with the local authority on some aspects of this. Planning monitors the overall provision, showing that the all areas of the Foundation Stage are covered over the child's time at the nursery. Plans for the outdoor area also show how children's physical development is addressed.

The children sometimes use their imagination in their creative development. The staff have successfully introduced role play into the outdoor environment and they have enlisted the help of a dance teacher to aid the children's confidence in this respect. However, most creative activities are adult initiated and led and this therefore remains an area for development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are good. 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 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):

- provide some domestic furniture to aid the youngest children's developing mobility and for them to carry on their normal life's experiences
- review and revise daily routines for snack and outdoor play so that children can initiate and fully extend their play and learning, and develop their independent skills (applies also to nursery education)
- provide art and craft materials which the children can access freely in all areas of the nursery and after school club (applies also to nursery education)

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):

- revisit the 'principles' of the Foundation Stage and provide, in particular, increased opportunities for the children to explore, experiment, plan and make decisions for themselves
- make improvements as indicated in the care section above.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk