

Cliffe House Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	319384
Inspection date	12 July 2007
Inspector	Linda Filewood
Setting Address	C/O Trinity & All Saints College, Brownberrie Lane, Horsforth, Leeds, West Yorkshire, LS18 5HD
Telephone number	0113 258 5522
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Registered person	Cliffe House Day Nursery 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Cliffe House Day Nursery Ltd is a privately owned nursery. It opened in 2003 and operates from a building within Trinity and All Saints College, which is situated in Horsforth, a suburb of Leeds. A maximum of 34 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 65 children aged from one year to under five years on roll. Of these, 12 children receive funding for early education. The provision serves the students attending the college and the local community.

The nursery employs 12 members of staff. Of these, 10 hold appropriate early years qualifications and one is working towards a qualification. The provision receives the support of advisers from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are helped to understand the importance of good hygiene practices through consistent daily routines. For example, they have a clear understanding of why they should wash their hands and are reminded to cover their mouths when coughing. However, soap is not always easily accessible to the children when washing their hands. Staff follow good procedures to maintain high standards of hygiene, such as, following a rota for cleaning toys, using colour coded cleaning cloths and making sure tables are cleaned before food is served. Children who are ill are well cared for until a parents arrive and parents are clearly advised of when not to bring their children to reduce the risk of cross infection. At least one member of staff, trained in administering first aid, is always on duty. Extra training is sought, when required, to gain appropriate medical knowledge and provide extra care for specific concerns.

Children enjoy varied, nutritious meals, which are freshly cooked on the premises and take account of children's individual needs. Older children talk about 'good' and 'bad' foods with the staff, which contributes significantly to their understanding of a healthy lifestyle. Staff encourage children to be independent at meal times and older children help set the table. Younger children are given good support in learning to feed themselves and most older child confidently use cutlery to cut up their own food. Meals are enjoyed in small groups and staff and children eat together to create a family atmosphere. Drinking water is always available to the children and older children are encouraged to fill their own drinks bottles up when they are empty. Information is obtained about young children's home routines for rest and sleep to ensure that these are followed as closely as possible.

Physical play is included in the daily routine which contributes to the children's overall good health. Although the provision's own outdoor play space is small, children benefit from being able to use other areas within the college. For example, they enjoy music and movement in the college gym. Sufficient equipment is available for them to develop their physical skills. They enjoy, for example, playing with bats and balls or constructing a boat using large wooden blocks. All children are given plenty of opportunity to develop their fine motor skills as they use a wide range of equipment, such as scissors and paint brushes. Older children enjoy a monthly yoga session with a qualified teacher, which helps them learn about their bodies. Toys and play equipment in the younger children's room is well organised to support their emerging skills, particularly when learning to walk.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good safety and security precautions, such as a key pad entry to the nursery, ensure that children are cared for in a safe, secure indoor and outdoor environment. Children are carefully protected at all times, especially when using other areas of the campus or when they are sleeping, as staff have a good understanding of the need to maintain ratios and to supervise children well. Indoor space is skilfully organised and allows children sufficient space to play comfortably and to move freely around the room when accessing different areas of play. Children easily access plenty of good quality, developmentally appropriate toys and resources, which are well organised in child-height furniture. This encourages their independence and confidence.

Staff give good, clear, age appropriate explanations to the children, such as, why they should not run around the nursery. This helps children gain a good understanding of how to keep themselves safe. Children's risk of accidental injury is minimized as written risk assessments are in place and any areas that could cause a potential hazard are acted upon. Fire safety is well considered and the staff carry out regular fire practises at different times. As a result, all children and staff are fully aware of what to do in the event of an evacuation.

Children's safety and welfare is well considered as staff have a clear understanding of child protection procedures and their duty to the children in their care. They undertake regular child protection training to update their knowledge on child protection issues. Effective procedures are in place and shared with parents for the safe collection of children and parents are fully informed of the care that will be given to their children if they are not collected.

Helping children achieve well and enjoy what they do

The provision is good.

All children eagerly participate in a good, varied range of play opportunities, which contribute well to their development in all areas. They are confident and happily chat to each other and staff as they play. Younger children are well supported as they begin to communicate and explore. They enjoy, for example, paddling in the water and feeling the different textures in the heuristic play area. Staff respond well to them and are rewarded with plenty of smiles. As a result, children settle well and quickly feel secure. Staff's clear knowledge and understanding of the 'Birth to three matters' framework, which supports the children's development, is demonstrated well in the clear planning and observations of children's achievements in their profiles.

Children's confidence and self-esteem is promoted well throughout the nursery as staff offer consistent support, good encouragement and meaningful praise. Children play happily independently or in groups. Older and more able children are skilfully challenged with activities that help them build on what they already know. For example, they measure the rain that has fallen and record it on a chart. Staff use all opportunities to ensure that children gain the most from each activity.

Nursery education

The quality of teaching and learning is good. Staff have a clear knowledge and understanding of the Foundation Stage curriculum and ensure that planned activities cover all areas of learning. There is a flexible approach to planning, which is understood by all staff and evaluated to inform future planning. Effective systems are in place to observe and record children's achievements and staff use this knowledge when planning the next steps in the children's learning. Children are motivated, very enthusiastic to learn and make good use of all the resources. Staff are skilful in their use of open-ended questions and participation in activities. This encourages children to think and talk about what they are experiencing, both at nursery or at home and to recall past events.

Children are self-assured when chatting to each other and easily initiate conversations with staff and visitors. They explain in detail the process, for example, of how to obtain the juice from an orange to drink. All children listen to stories with increasing attention and recall, often using puppets to add to the enjoyment of the story. Staff make good use of the library facilities within the college. Children go on trips to visit the library, where they borrow the story boxes for use within the nursery. They learn the meaning of print as staff capture the children's

thoughts by writing what they have said on their pictures. Many children confidently write their own names and others are forming recognisable letters. Children engage in a variety of activities, which support their hand-eye coordination. They use their fingers to draw circles in the sand and easily use mathematical language to talk about the size and weight of the stones and shells they are placing on top of the circle. Children enjoy singing and staff use number songs and everyday activities, such as setting the table at mealtimes, to encourage the children's interest in number problems. Most children readily count to 10 and beyond and, when comparing groups of objects, recognise when they have the same number.

Children are independent in their personal care and are confident to ask the staff for support when, for example, they need help in cutting up their sausages. They readily seek out others to share an imaginative game and organise the play within the group. Plenty of opportunities are available for children to enjoy creative play. They explore the feel of paint on their fingers as they discover what colour is made when mixing colours together. Visiting steel bands and an accordion player provide children with the chance to hear different types of music and a good variety of instruments are available for them to tap out rhythms. Children are encouraged to show an interest in how things work and they make paper aeroplanes to fly. A good variety of junk materials supports their design and making skills and they happily talk about their models and what they represent. The children are developing a good understanding of technology and enjoy using the computer.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff know the children well and are fully aware of each child's individuality. The individual needs of each child are well considered and appropriate training is undertaken if required. Children are welcomed into a well maintained, bright, colourful environment where their work is well displayed. This shows appreciation of their creativity as well as promoting the children's self-esteem and sense of belonging. Children are becoming aware of the wider world as they play with the good range of resources, such as jigsaws and dressing up clothes, which promote diversity. However, there are limited resources to support their understanding of disability. They learn about other cultures and parents are invited to come and share their knowledge with the children. Children learn about their local environment as they visit other areas of the campus and older children sometimes take their meal in the students' canteen. Children play harmoniously together and are showing a good understanding of sharing and taking turns. Staff act as good role models and children are actively encouraged to be well mannered, especially when asking for something.

The partnership with parents and carers is good. Children are benefiting from a positive, friendly partnership with parents. New children settle well because staff cooperate with parents to provide continuity in their care. They actively seek information from parents about the children before they start at the setting but do not always seek sufficient information about the stage of development of older children starting at the setting. Parents' views are regularly sought on topics, such as menus, throughout their time there. Plenty of general information about the nursery, the Foundation Stage curriculum and the 'Birth to three matters' framework is available to parents. Regular newsletters remind them of the need, for example, to provide wellington boots and sun cream. Parents are well informed of their child's progress through very clear profiles, regular verbal exchanges and open evenings. They are invited to contribute to the profiles and to come into the nursery to talk to the children. This helps parents to become involved in their child's learning and be confident in the care their children receive

Organisation

The organisation is good.

Staff are effectively deployed to ensure children feel secure and enjoy their time at the nursery. They demonstrate a good knowledge of the individual development needs of each child and work well together to care for the children. Sessions are skilfully organised with regular routines that the children are comfortable with. All children benefit from good quality, easily accessible age appropriate resources, which cover all developmental areas. All records and parental permissions are accurate, generally maintained confidentially and readily accessible when required. The good range of clear, written policies and procedures are reviewed regularly and reflect the good practice of the setting.

Leadership and management are good. Children are well protected as the registered person ensures that there are robust recruitment and vetting procedures in place. As a result, children benefit from well qualified, skilled staff who are very clear on their roles and responsibilities and show good commitment to further personal development. Effective induction and appraisal systems ensure that staff consistently practice the setting's policies and procedures and any training needs are easily identified. The key worker system works well and parents are fully aware of the progress their children are making. However, there is no effective assessment record in place, other than the children's individual profiles, which shows the progress children are making through the stepping stones. Therefore, any gaps in the children's learning are not easily identified. The setting acts on advice from support workers and the issues raised from previous inspections have been effectively addressed improving the care, safety and welfare of the children. 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 it was recommended that staff had appropriate medical knowledge specific to children's concerns and at least one member of staff with this knowledge was present at all times. Staff have attended various training courses to gain further knowledge and enhance the care they give children. The provision was asked to ensure that the policy for child protection included procedures to follow in the event of allegations made against staff. Also, that Ofsted was notified of any allegations of abuse by staff, volunteers or any abuse which was alleged to have taken place on the premises. The child protection policy has been reviewed and updated to include this information and staff are fully aware of the procedures.

Following the Nursery Education inspection the provision was asked to develop the staffs' understanding of the Foundation Stage curriculum. Improvements to the leadership and management were required, that included support for staff, and further development was needed in the monitoring and evaluation of the nursery education. A new manager has been appointed and staff are showing a good commitment to extending their knowledge through further training. Staff are fully aware of the strengths and weaknesses within their provision and work closely with external advisers to address any issues. For example, they have improved the grouping of children to ensure that they are all able to access and use space and resources that are appropriate for their needs. This was an issue raised at the last inspection both for care and nursery education. The provision has now provided more opportunities for all children to find out about changes that happen to their body, match movements to music and, for the more able children, solve simple number problems through practical activities. These were all areas highlighted as needing attention as a result of the previous Nursery Education inspection.

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.

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The quality and standards of the nursery education are good.

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):

- improve hygiene procedures for hand washing by, for example, ensuring soap is always easily accessible
- extend resources to promote the positive images of disability.

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):

- extend the system that enables parents of all new children to share their knowledge of their child's stage of development on entry
- develop an assessment record of children's progress in the stepping stones, in order to aid future planning of the next steps in their learning.

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