

# West Cliffe School

Inspection report for early years provision

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<b>Unique reference number</b>	EY371640
<b>Inspection date</b>	02/10/2008
<b>Inspector</b>	Rachel Ayo

<b>Setting address</b>	33 Barlow Road, Keighley, West Yorkshire, BD21 2EU
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

West Cliffe Montessori School is a privately owned provision that has been running since 1998. It was initially registered for day care in 2005 and was newly registered in 2008 due to a change in premises. It operates from a large Victorian detached house in the Keighley area of Bradford, West Yorkshire. Children over three years of age have exclusive use of two ground floor playrooms within the property, children aged under three years are accommodated in a building situated within the outdoor grounds and an additional outdoor school classroom is used for the holiday club. An enclosed outdoor play area is shared by all age groups. Opening hours are from 08.00 to 17.30 Monday to Friday, throughout the year, excluding five weeks set around bank holiday periods.

The setting is registered to provide full day care for a maximum of 54 children on the Early Years Register and the Childcare Register. There are currently 24 children aged from 20 months to seven years on roll. Most children attend on a part time basis and primarily within school hours. The nursery is registered with the local authority to provide funded nursery education for those children of eligible age.

The provider manages the setting and there are an additional eight staff employed to work directly with the children. Staff work on a full and part time basis. The provider has gained Early Years Professional Status and seven other staff members hold appropriate qualifications at various levels. Additional staff are employed for house keeping duties.

## Overall effectiveness of the early years provision

West Cliffe Montessori School provides a happy, secure and welcoming environment where children are motivated, well cared for and develop a good sense of belonging. Most aspects of children's welfare are promoted successfully, however, the requirements in relation to maintaining documentation are not fully met. Effective partnerships with parents contributes significantly to inclusion and children's individual needs being fully met. Suitable systems are in place for identifying strengths and areas to be developed to further enhance outcomes for children. The varied resources and activities means that children are helped to make good progress in their learning and development, and the developing systems for individualised planning and assessment generally support children in their progression towards the early learning goals.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the assessment systems, particularly for children under three years, in relation to identifying clear starting points and matching observations to the expectations of the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the written procedure for safeguarding children includes the procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 09/10/2008
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation). 09/10/2008

## **The leadership and management of the early years provision**

Staff's training needs are identified and well supported, for example, through the appraisal system and a number of staff are currently working towards a level 4 qualification. This means that children benefit from staff having a good knowledge and understanding of up-to-date childcare practice. The staff team have established a child-friendly environment which is accessible to all children and highly promotes their independence.

Most records, policies and procedures, required for the safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met, are maintained as required and adhered to by staff. For example, good induction procedures ensure that staff are aware of the setting's policies and procedures, such as the safe administration of medicines and the safe collection of children. However, some documentation was not on site owing to the reorganisation of the setting, for example, some staffing details and the risk assessments were not available for inspection. In practice, however, hazards are identified and minimised effectively to enable children to stay safe. For example, coded locks prevent unwanted visitors from entering the children's rooms. The provider fully understands her responsibilities in protecting children, however, the safeguarding policy lacks detail.

The provider has a realistic view of the setting's strengths and areas of weakness, and parents and staff are involved in the evaluation process to promote continuous improvement. Parent's views are sought through parent evenings, evaluation of courses and workshops they have attended and on a day to day basis. Staff monitor their practice regularly through room evaluations, which includes reviewing the effectiveness of the organisation of space and resources. The setting work in partnership with early years advisors to further support their systems for identifying areas of improvement.

Positive partnerships are established with parents, carers and external professionals to ensure that children's needs are well met, including those who use English as an additional language. This ensures a fully inclusive environment. A wide variety of information is obtained from and shared with parents before placement, including home routines, likes and dislikes, which ensures that continuity of care is effectively promoted to help children develop a sense of security. The children's daily diary informs parents about children's care and the

activities they have enjoyed. It also encourages parents to make similar daily comments. Communication and partnerships with parents and carers are strengthened further through newsletters, their involvement in projects, opportunities to attend training and workshops, parent evenings and the daily liaison with staff. As a result of this, happy and effective relationships are fostered between children, their parents and the nursery staff.

## **The quality and standards of the early years provision**

Children present as happy, are well settled in the setting and provided with good opportunities to help them make progress across all areas of development. Children are encouraged to select their own resources because of an overall good selection of toys, activities and props, including stimulating Montessori equipment, which are all set out at low-level. This has a positive impact on their confidence and motivation. Although children are encouraged to be highly independent, staff stay close by for support. For example, younger children attempt to place a piece of paper on the easel to paint a picture; they struggle a little with this, however, staff allow them to persevere before sensitively intervening, thus, minimising frustration.

Good planning and assessment systems are developing overall to help children progress towards the early learning goals, particularly with children over three years of age. Although weekly planning is linked to individual children's next steps, informed from observations and children's interests, assessment records do not clearly identify children's starting points or effectively link to the expectations of the early learning goals.

Children's personal, social and emotional development is extremely well fostered within the setting. Their manners are exceptional because staff act as good role models, and even the youngest children say 'excuse me' when they want to show or tell adults something. High levels of confidence and self-esteem are demonstrated by the children because their achievements are acknowledged with praise and encouragement. They develop excellent habits and behaviour appropriate to good learners partly because they are able to explore unrestricted within safe boundaries. Children are extremely confident communicators as they readily approach adults to share conversations, for example, when explaining to the inspector that their mummy has the same pair of trousers. They seek out others to share experiences as they play imaginatively with the dolls and prams, taking on roles such as the 'daughter' and 'mummy', and as they pretend that the animal puppet is kissing the inspector. Varied activities and resources, for example, the displayed calendar, help children to learn about other cultures and communities.

Children's physical development is well promoted through a variety of small and large equipment both indoors and outdoors, including the exciting new apparatus in the outdoor area. Older children carefully build a tower of blocks, as staff talk to them about the different sizes, and independently pour drinks and younger children competently use a paintbrush to make a variety of marks. Children effectively learn about past and present as they celebrate their birthday using a time line; this involves children looking at and talking about photographs of themselves at different ages. Children investigate a variety of media using all their senses, for

example, spaghetti, natural materials, such as shells, and paint. Older children enjoy listening to music; they independently operate audio equipment then gently move rhythmically.

Children effectively learn how to manage their own health and hygiene. For example, they wash their hands within the daily routines and help themselves to a tissue; older children are additionally supported in managing this independently by mirrors being placed next to the tissue box. Because of the healthy eating ethos of the setting, children are encouraged to make healthy choices and are highly encouraged in helping to prepare fruit and vegetables at snack time.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.