

Cliffe House Day Nursery

Inspection report for early years provision

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EY320815

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Inspector

Dawn Bonica Brown

Setting address

Cliffe House, South View Road, Yeadon, Leeds, West
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Type of setting

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 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

Cliffe House day nursery is one of eight nurseries owned by First Class Childcare Limited. It opened in 2006 and operates from four rooms in an adapted building in Yeadon in Leeds. The setting is registered to care for children on the Early Years Register and the compulsory and voluntary part of the Childcare Register. All children share access to an enclosed outdoor play area.

The setting is registered to care for 65 under five years. There are currently 120 children on roll, all of whom are on the Early Years Register. The nursery opens each weekday from 07.45 to 18.15 for 51 weeks of the year. The nursery currently supports children with additional learning needs and employs 16 members of staff. Of these, 13 hold appropriate early years qualifications and there are four members of staff working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting supports every child so that no group or individual is disadvantaged. The needs of all children are routinely met because the setting recognises the uniqueness of each child. All children make progress in their learning and development and children's welfare is promoted well in almost all areas of the provision.

The setting uses partnerships with parents and other agencies to promote good quality education and care. Their processes of self evaluation are effective and their plans for the future are well targeted to bring about further improvement to the provision and good outcomes for children.

What steps need to be taken to improve provision further?

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

- update the information given to parents to include the steps that will be taken in the event of an allegation being made against a member of staff
- encourage greater use of the Practice Guidance to help staff plan more age and stage appropriate handwriting activities and effective use of resources to develop hand-eye coordination skills
- improve the range of resources reflecting diversity to include those reflecting positive images of disability.

The leadership and management of the early years provision

The setting demonstrates good maintenance of the records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage (EYFS) and to ensure that the needs of all children are met. All staff are suitably qualified and the majority retain current and valid first aid

certificates. Effective systems are in place to ensure that all staff are suitable to care for children and their practise is monitored and appraised to encourage a good level of personal development. Staff are appropriately trained in child protection and the setting retains the required documentation to protect children from abuse. However, information about the steps that will be taken in the event of an allegation of abuse being made against a member of staff is not made available to parents.

There is a very wide range of high quality resources arranged in a manner that encourages children's independence and promotes their all round development. For example, staff use labels on boxes of toys to help children understand a variety of purposes for writing. The role play area is flexible and reflects children's current interests, but a normal home corner is always available. Babies play with excellent resources and activities. These include toys to develop problem solving skills, such as, shape sorters and activity centres, pushing and pulling toys to encourage physical development and a range of treasure baskets at floor level that babies select for themselves. There is a suitable amount of resources which promote children's awareness of diversity in several areas. However, there are none reflecting disability.

Staff are well deployed to ensure that children feel confident and secure. The premises are safe and staff maintain effective risk assessments which are unique to each base room. The setting demonstrates a good capacity to make necessary improvements and, since the last inspection, there have been many improvements that have had a positive impact on the overall quality of the provision. The quality of the setting's self-evaluation gives staff and management a good understanding of its strengths and weaknesses, which helps them identify targets for further improvement. For example, feedback from parents and children are given priority and all staff are involved in the evaluation process.

The significant involvement of parents and supporting agencies is a contributory factor in children's confidence and self-esteem. Parents are very happy with the service provided and comment positively on the friendliness and approachability of the staff, their willingness to 'go the extra mile' for the children, the effectiveness of the key worker system and the variety of resources provided. Staff offer basic, but very informative notes about the children to their new schools so that the transition is as smooth as possible.

The quality and standards of the early years provision

Staff demonstrate a good understanding of how children develop and support children's learning and development well. This is achieved through regular observations that follow the areas of learning. Staff identify the next steps in children's development appropriately in most cases. They ensure that the learning environment helps children make good progress towards the early learning goals. For example, play areas are accessible to all children and the setting is welcoming and inviting.

There is well planned, purposeful play and exploration, both in and out of doors,

with a balance of adult-led and child-led activities. Outdoor play is vibrant; children are happily engaged in being painters, window cleaners, throwing and catching, crawling through tunnels, riding bikes, crayoning, digging in the sand and playing in the outdoor home corner. Children learn to be creative, to think critically and to collaborate as they build a den under a suitable tree. They practise physical skills such as using climbing frames and slides, enjoy balancing games, use throwing and catching equipment and practise spatial awareness on sit and ride toys.

information from observation and assessment is used successfully in most areas to ensure that children achieve as much as they can in relation to their starting points and capabilities. In the majority of instances, staff undertake high quality planning for individuals and this is effective in most areas of learning. However, too much emphasis is placed on structured handwriting practise and there are insufficient opportunities for children to practise pre-writing skills, such as using scissors, writing spontaneously, using notepads in a variety of situations, writing their names on artwork and using musical instruments.

Adults in the setting teach children to behave in ways that are safe for themselves and others by learning to respect each other. Toddlers understand what is acceptable behaviour through good role modelling from staff and older children. Staff teach children how to care for themselves by teaching them to clean their teeth, making sure they know why they must wear sun cream and hats and practising road safety and fire evacuation.

Staff have good relationships with children and help them to join in with activities, make friends and engage in social play. For example, staff support children to interact positively at circle time, when they listen to stories together and listen to each other speaking in groups. They make decisions, such as choosing the group stories they want to listen to. Non stereotypical resources encourage children to play a variety of roles. For example, a girl enjoys herself tremendously as she sits in front of a wall mounted wheel, dressed as a police person and pretends to drive a police car.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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