

# Cliffe House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	314601
<b>Inspection date</b>	13/07/2009
<b>Inspector</b>	Diane Lynn Turner
<b>Setting address</b>	14 Third Avenue, Bridlington, YO15 2LP
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<b>Email</b>	
<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 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 a privately owned provision and 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 town of Bridlington. Children access three rooms in the main building over the first and ground floor and one room in the outside annex. There is an enclosed outdoor play area to the rear of the premises. There is no lift access to the first floor. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 38 children at any one time. Opening times are Monday to Friday from 08.00 to 18.00 for 50 weeks of the year. There are currently 114 children on roll, 88 of whom are within the early years age group.

There are 14 staff who work directly with the children, one of whom also carries out administrative duties. Most of the staff hold appropriate early years qualifications and the owner is a qualified teacher and has Early Years Professional Status. The nursery is a member of the Pre-school Learning Alliance, the National Day Nurseries Association and 4children, and holds an Investors in People award.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Staff have a very good knowledge of each child's individual needs and they promote all aspects of their welfare and learning with great success. Children are kept safe and secure at all times and they enjoy taking part in a very good range of activities, which support their learning and development very effectively in all areas. The partnership with the parents, carers and other agencies is a key strength of the nursery and contributes significantly to ensuring the needs of all children are met very well, and that they receive any additional support they may need. Systems are in place for self-evaluation and to identify priorities for future development.

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

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

- further develop children's understanding of good hygiene practices by ensuring hand washing is promoted before snack times
- develop the system for self-assessment, for example, by using the Ofsted self-evaluation form and quality improvement processes.

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

The setting is well led and managed. The premises are maintained to a high standard and an array of interesting displays and photographs, showing activities the children have been involved in, make it a very bright and stimulating

environment. Clear policies and procedures support the effective day to day running and all necessary documentation is in place. The dedicated and caring staff team work very well together and fully understand that children learn best when they feel safe and secure within their environment. They have a very good understanding of safeguarding and protecting children from possible abuse and are committed to developing their practice through training, with all members undertaking courses in first aid, basic food hygiene and safeguarding.

High priority is given to providing a fully inclusive setting where the uniqueness of each child is valued. Children with learning difficulties or disabilities are given excellent support, with staff liaising fully with other professionals and providing individual education plans and one to one support where needed. Excellent relationships are promoted and maintained with the parents and carers. Very good information is provided when the placement begins and on an ongoing basis. Parents are fully involved in the children's learning, for example, they can borrow books from the nursery library to share at home and they are able to buy plants, such as herbs, which the children have grown. They are encouraged to add their observations of their child's learning at home to their 'learning journey' and have detailed discussions with their child's key person at open evenings. Parents spoken to at the inspection gave overwhelming praise for the service, with one parent taking the time to put her thoughts in writing for the inspector.

Systems are in place to evaluate the service and identify areas for future development, with staff, parents and children fully involved in the process. Staff have begun to make use of the Ofsted self-evaluation form; however, this is not yet fully implemented. All recommendations from the previous inspection have been addressed, and plans are in place to make a reception area for the parents, improve the access into the outdoor area for the younger children, and provide a separate sleep room for the babies. Parents have been asked for their views on the proposed changes and these have been greeted with very positive responses. Very good relationships are fostered with other settings the children also attend, such as local school nurseries, and the schools they will move onto, which ensures continuity in their learning.

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

Staff provide the children with a very good range of learning opportunities. They interact very effectively with them as they play to maximise their learning and understanding, and maintain detailed 'learning journeys', to successfully track their progress towards the early learning goals. They promote the children's learning outdoors very well. For example, they enable them to grow and harvest their own vegetables, which are included in the menu at meal times. All children relish being outdoors and they demonstrate very good physical skills. They confidently use wheeled toys and balance equipment and enjoy learning about capacity as they fill containers in the water. They are all involved in tending the plants and flowers whatever their age, with the older ones taking great delight in discussing how they harvested their potatoes.

Very good hygiene practices are followed throughout the nursery to protect the

children from infection, and they learn to manage their own personal care very well at most times. For example, the older ones confidently describe using soap to make sure they get rid of germs when they wash their hands. However, staff do not always ensure hand washing is promoted before snack time. The children have very good opportunities to learn about keeping themselves safe as they visit the beach and go for walks in the local community, and during role play. For example, they know to put on their 'hard hat' and safety goggles as they use their pretend tools to 'repair' the play house and they learn what equipment they need to keep safe when going camping.

Staff give high priority to enabling the children to make a positive contribution. For example, they contribute to the displays in the nursery on all levels and they regularly raise money for various charities. Their behaviour is excellent and they play very well together. The older children show a very caring approach towards the younger ones and they remind one another what is acceptable behaviour. Staff value and celebrate the children's achievements and this is particularly evident in the baby room, with 'wow moments' being attractively displayed on their achievement tree. All children enjoy their learning. They are very curious and keen to take part in the activities. For example, babies and toddlers enjoy exploring the texture of cereal and dried pasta and 'painting' pictures with water outdoors, and the older children are keen to measure and record how much their beans have grown. Books clearly play an important part in the setting and all children enjoy listening to stories. The older ones ask staff to read their favourite books at story time when they join in enthusiastically with familiar refrains. They work cooperatively during group activities, such as using a piece of stretchy material to bounce their teddy on, confidently counting how many bounces he achieves.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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